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ABSTRACT

The voluminous final technical report contains comprehensive information covering the 1973-74 activities of the Navajo Education Resource Center (NERC). The project's purpose was to develop an Indian Resource Service Office which would function as a support service system for handicapped children's programs on the Navajo Reservation and which could be replicated on other reservations. Included are chapters on center objectives such as conducting a preliminary survey to identify handicapped children, designing a region-wide procedure for diagnosis of handicapped Indian children, developing a diagnostic/prescriptive resource room model, coordinating proposed Instructional Materials Center activities with diagnostic efforts, and providing direct services (such as training sessions in contingency management and early identification of handicapped preschoolers) to teachers and school administrators. Other chapters cover such topics as monthly progress reports and project effects. Among the extensive appendixes comprising the last half of the document are suggestions for implementing an NERC study to determine the prevalence of handicapping conditions among Indian school children, a procedural manual for resource room operation, and a model plan for an Indian Learning Resource Center. (LH)

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Final Technical Report, 1973-1974

Navajo Education Resource Center
Many Farms, Arizona

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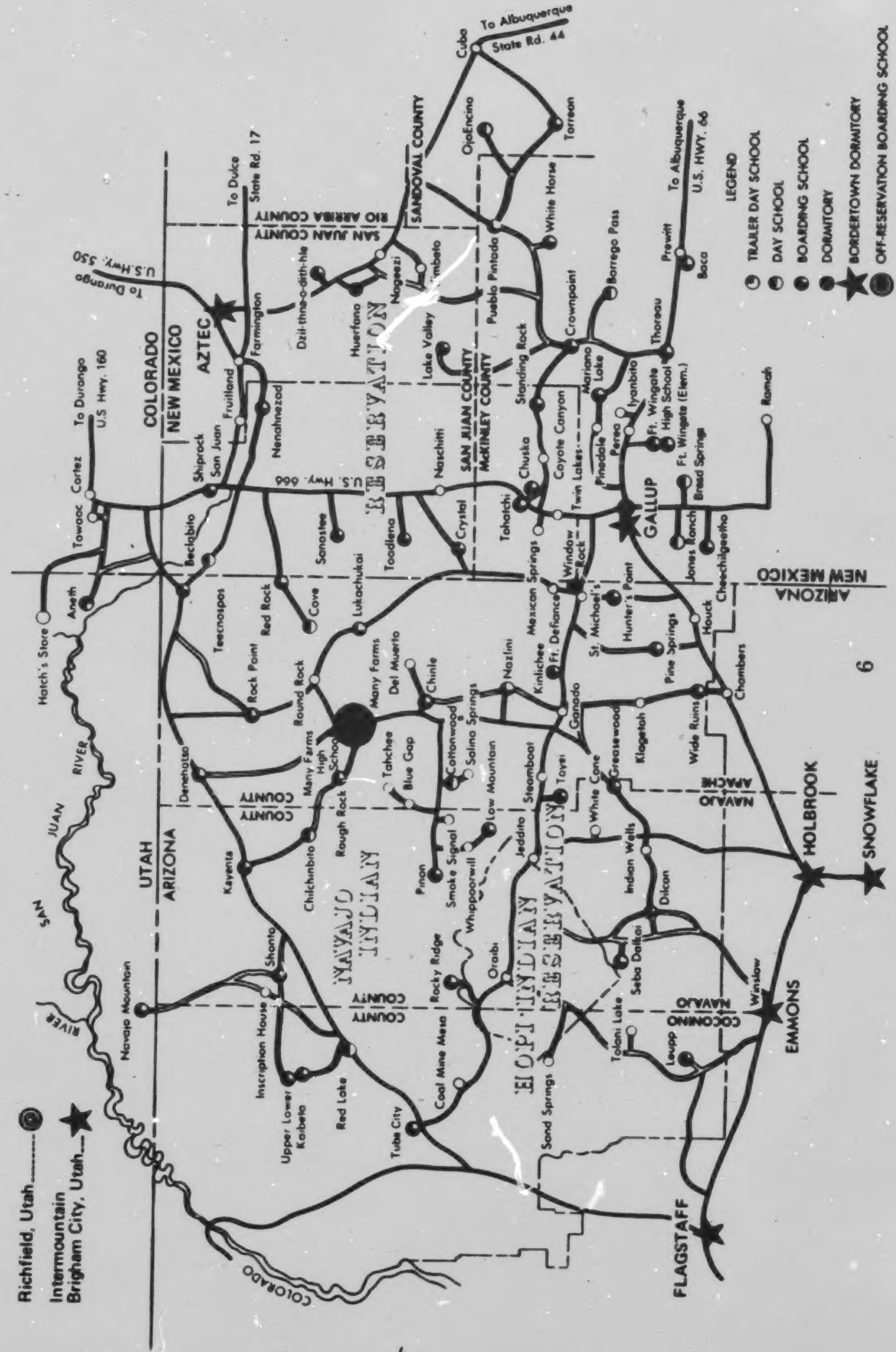
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NAVAJO INDIAN RESERVATION
HOPI INDIAN RESERVATION
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Coyote Canyon
Twin Lakes
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Pinedale
Bread Springs
GALLUP
Ramah
Jones Ranch
Chee-chilgeetho
Window Rock
Mexican Springs
Ft. Defiance
St. Michael's
Hunter's Point
Houck
Pine Springs
Chambers
Wide Ruins
Klagetoh
Greasewood
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Rock Point
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Rough Rock
Pinon
Smoke Signal
Whippoorwill
Jeddito
Indian Wells
Dilcon
Seba Dalkai
HOLBROOK
SNOWFLAKE
Winslow
EMMONS
Tolani Lake
Leupp
Sand Springs
Oraibi
Rocky Ridge
Coal Mine Mesa
Shonto
Navajo Mountain
Inscription House
Upper Lower Kaibeto
Red Lake
Tuba City
FLAGSTAFF

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PREFACE

This final report, submitted by the Navajo Education Resource Center to the Bureau of Indian Affairs, the Southwest Regional Resource Center, and the Bureau of Education for the Handicapped, contains comprehensive information covering the 1973-1974 activities. Its primary function is to explain the various objectives of the Center and to show how they were implemented. Some parts of this report may also be used as a reference manual by those administrators, principals, teachers, and related professionals who wish to organize, or to supplement, their resource room programs.

31 August 1974	P. Roland Caster
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ABSTRACT

The purpose of this project was to develop an Indian Resource Service Office which would function as a support service system for handicapped children's programs on the Navajo Reservation. This Resource Service Office was to become a model of support services to be replicated on other reservations.

The first year's program covered (1) conducting a preliminary identification study, (2) developing diagnostic/prescriptive classroom services, (3) coordinating proposed IMC activities with diagnostic efforts, (4) designing a procedure for diagnosis of Indian children, and (5) developing a plan for subsequent stages of development.

Activities for the first year were conducted at the management level and were directed toward the planning and development of direct service programs for handicapped children. The accompanying document details how these programs were accomplished.

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INTRODUCTION

Three types of educational systems are found within the Navajo Reservation: (1) state-supported public schools, (2) Bureau of Indian Affairs Boarding and Day Schools, and (3) private schools. Approximately 50,000 students attend school daily, with some 25,000 enrolled in public schools, 20,850 attending Bureau of Indian Affairs schools, and the remaining 4,000 or so registered at private schools.

Few special education services are available to students. Only fifty-two special class units are provided in Bureau of Indian Affairs schools. Public schools offer no organized special services while several private schools provide some services to handicapped children. Therefore, it was and is readily apparent that a significant number of handicapped children receive no special educational services. Prior to the efforts of the Navajo Education Resource Center, no regional plan for full services to handicapped children had been developed.

To initiate movement in service provision for handicapped Indian children, it was necessary to identify these children, define an educational value system, assess all available resources as well as needs, design and implement adequate models to deliver the required services, and train personnel to staff the positions.

A Regional Resource Service System Office was decided upon as the vehicle whereby some of these needs could be resolved.

A contract was entered into between the Bureau of Indian Affairs and the Southwest Regional Resource Center under which the Bureau of Indian Affairs directed the activities of the Indian Resource Office while the Southwest Regional Resource Center acted as fiscal agent for the $50,125 grant.

Navajo Agency School Superintendents selected as the site of the Indian Resource Office the geographical center of the Reservation, Many Farms, Arizona.

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CHAPTER I

OBJECTIVE I:

PRELIMINARY SURVEY TO IDENTIFY HANDICAPPED CHILDREN

I. INTRODUCTION

Statement of the problem. This objective addresses itself to the question, "How many handicapped Indian children are there?" or "Is the incidence of handicapped Indian children the same as the national figure?"

Indian educators contend that the incidence rate of handicapped Indian children probably is greater than that of the rest of the nation. They base their beliefs on the fact that Indian children average from 3-5 years below the expected achievement level for their chronological age.

No statistical studies have been conducted to determine the numbers of handicapped Indian children, the areas of their handicaps, or the educational services needed.

Original intent of objective and problems encountered. Under this objective, the original intent was to develop a preliminary estimate of the numbers of handicapped children and their specific handicaps.

A preliminary estimate would depend on the ability to specifically classify handicapped categories so that lay educators could assist in a tally.

However, the manner of describing low achievement and educational behaviors common to the handicapped would cause the inclusion of half of the students and would not provide useable data.

In order to produce statistically accurate data upon which educational programs could be planned and funding secured, it appeared necessary to conduct a controlled identification study.

For this identification study, an evaluation approach had to be developed and refined, funds secured, and people trained.

Need for one year expansion. The first year, 1973-1974, was spent in developing an identification system (Pluralistic Assessment), securing inter-agency commitments, seeking funding, and training personnel. In order for this objective to be productive and result in meaningful data, one more year is necessary with special funding and with inter-agency participation.

These factors were presented in the December 4th and 5th Advisory Committee Meeting and the interpretation of Objective Number One was approved for expansion as described above.

Results. The funding for a comprehensive study was sought through a Title VI proposal cooperatively planned with the Tribal Education Offices. It has now been approved. Inter-agency participation has been generated. An identification procedure was field tested (See Arizona Prevalence Study) and evaluation teams were trained (See Training Activities).

II. THE ARIZONA STATE PREVALENCE STUDY

The Arizona Department of Education is moving toward compliance with a state law that requires Special Education offerings in every school by 1976.

Incidence sample study In order to finance this service, the State Department of Special Education conducted a state wide incidence sample study. The BIA Resource Center coordinated the sample study for the Navajo Reservation. (See position paper entitled "AN EXPERIMENTAL OR MODEL APPROACH TO IMPLEMENTATION OF A PREVALENCE STUDY WITHIN THE STRUCTURE OF EDUCATIONAL SERVICES FOR AN INDIAN RESERVATION" -- Appendix A.)

Research design used. The Prevalence Study was built around Dr. Jane Mercer's research design to collect the data. Her design called for the administration of a '74 WISC-R, Motor Dexterity Inventory, Metropolitan '70 Achievement Test, Templin-Darley Speech Inventory, Adaptive Behavior Rating Scale and a Health History Inventory. This design was chosen because it was the only assessment battery encompassing several important components: (1) the '74 revised edition of the WISC; (2) the Adaptive Behavior Rating Scale; (3) a socia-modality index; and (4) the research capacity of Dr. Mercer's staff.

The reservation sample. The reservation sample called for a sample of 60 students from both BIA and Public schools in five different reservation areas. Total data was collected on forty-four children.

Unique problems encountered. The data collection activities presented unique problems which must be avoided in the future in order to insure more comprehensive data collecting activities. First, the timing of the study placed the testing activities during the lambing season and the closing of school. Second, Navajo Home Interviewers were not able to follow through on their assignments. Third, lack of in-school communications in Public Schools created scheduling problems. And finally, because of pressing job requirements, the volunteer psychometrists often had to delay testing activities which resulted in some incomplete testing.

Suitability of testing instruments. The battery of instruments listed in the research design for data collection were deemed by the Navajo Education Resource Center Director to be an appropriate approach for student diagnosis and identification. Thus, the testing study was a suitable activity in field testing and design.

Test administrators. A team of trained examiners administered the various components of the battery. The team included a psychometrist, a Navajo Home Interviewer, and a language therapist. These team members had attended training sessions where they were instructed in the use of test instruments by consultants from the University of Arizona and Dr. Jane Mercer's project.

The Navajo Home Interviewers began the evaluation activities with signed parental permission and administration of the Adaptive Behavior Rating Scale. These Navajo Home Interviewers were employees of other service agency organizations; their time and services were donated by their employers.

A Speech Therapist administered the Templin-Darley language inventory.

The WISC, Metropolitan Achievement, and Motor Desterity Tests were administered by psychometrists.

Conclusions of testing experience. This testing experience evidences several conclusions:

1. There have been significant improvements in the '74 WISC-R. The move should be to adopt the revised form available in the summer of '74.

2. A Motor Dexterity Inventory should be included in the diagnostic battery. As of this writing, the instrument used in the research design has not been standardized. There are other standardized instruments on the market which are as comprehensive. The Dexterity Test included the Bender-Gestalt, an important test of the total battery.

3. The Metro '70 was used in part -- the reading and arithmetic sections. The diagnosticians felt that this instrument was most

inappropriate as a part of a battery of tests. A shorter instrument designed for individual administration would have been more appropriate.

4. The Templin-Darley Articulation Test was adequate but no more so than one of any other ten on the market. A language inventory should be included in any battery where children of bilingual backgrounds are being evaluated.

5. The Adaptive Behavior Rating Scale used in the study was developed by Dr. Jane Mercer's staff and field tested in Riverside, California using Black, Mexican-American, and Anglo students. Such a scale is a very important component of a diagnostic battery.

In its present form, Dr. Mercer's ABR scale is not appropriate for Indian families. Some adaptation and field testing should be done before it is used. Many specific questions need to be re-written in view of the life-style of the Indian in order to acquire the desired information. As an example, some of the changes would involve those questions dealing with pregnancy because Indian women are hesitant to talk of such things. Other changes would be in the questions about early childhood diseases and accidents -- the reason being that Indian parents are often vague in recalling specific details about time, place, and incident.

6. A Health History Inventory is appropriate as a component of the diagnostic battery. At the present time, the Public Health Services offices can provide this comprehensive health history which should become a part of the confidential material compiled for every special child.

CHAPTER II

OBJECTIVE II -- A REGION-WIDE PROCEDURE FOR DIAGNOSIS AND IDENTIFICATION OF HANDICAPPED CHILDREN

I. EVALUATION COMPONENT

Statement of the problem. One of the original five objectives of the Bureau of Indian Affairs Resource Center was to design and implement a region-wide procedure for diagnosis and identification of handicapped children. This objective required the construction of a definitive approach which diagnosticians could use in child assessment. The approach would have to satisfy the Bureau of Indian Affairs at both local and national levels; it would also have to tap every, or almost every, skill of the child -- psychological, sensory, etc.

II. BACKGROUND

Previous practices. In past years, on the Navajo Reservation, students who were candidates for classes for the handicapped were referred on the basis of their classroom teachers, and/or, administrator selection. The administrator could be a principal, or a teacher supervisor who functioned as a school principal.

Few schools employed a psychometrist. This left much of the evaluation and diagnosis to be done through contracts between school agencies, private firms, college personnel, and federally funded projects. Instruments typically administered were the WISC, the Wide Range Achievement Test, and either the Beery or the Bender. A subsequent report was compiled wherein recommendation for student placement was stated.

Rarely was this report acted upon. Teachers sometimes knew neither where it was nor that it even existed. Most administrators, principals, and teachers did not realize that such reports could be used for educational programming. Consequently, the test information was filed for reference material or for justification of Special Education placement. This practice illustrates the need for future staff training and for plans concerning educational programming.

Evaluation and diagnosis by contract is unsatisfactory. For numerous reasons, evaluation and diagnosis by contract is not a recommended approach. First, this method requires that all children be evaluated at the same time during the school year, which is inconvenient with school scheduling. Second, since large numbers of children are evaluated, the diagnosticians are unable to be as thorough as when they have fewer numbers of children to evaluate. Third, even though reports are made on each child, the tester takes the face sheet with him. Thus, complete test score information is not included in the report which eliminates item analysis, or comparison of scores. Finally, this procedure does not provide an opportunity for the teacher to confer with the diagnostician.

As a result of the unsatisfactory procedure of evaluation and diagnosis by contract, one of the goals of the 1973-1974 project involved the diagnostic training of personnel at each particular school.

Prior standards for selection of handicapped Indian students are deficient. The prior standards for the selection of handicapped children are not comprehensive in nature and allow some handicapped children to go unidentified. Some children are thus tested and placed in self-contained situations when their actual needs are for limited or short-term services.

On the reservation, the practice of placement in Special Classes varies from school to school. A child placed in a Special Class in one school may not be considered for placement in another given school. This method indicates the need for an orderly manner in which to select children for Special Services and Special Class placement.

Placement on basis of test scores is not desirable. The practice of placement of labeling children on the basis of test scores is, most certainly, an undesirable procedure. The Bureau of Indian Affairs has currently developed a system of classification of handicapped children. (See Appendix B.) This system provides for four categories of handicapping conditions: (1) intellectual, (2) behavioral, (3) physical, and (4) sensory. To each of these classifications, one of four possible categories may be applied: mild, moderate, severe or profound.

Even on the basis of this classification scheme, discriminating between types of handicaps and their educational needs as they pertain to Special Class placement is going to be difficult, and perhaps, even judgmental.

__The need for precise method for total treatment of handicapped Indian child__. The conclusion of this discussion is that more precision must be developed in finding the handicapped child, developing educational services, and the actual delivery of those services. Precise development presently appears to be an on-going process. Such an attempt will require the development of a support system which will monitor the selection and placement of Students for Special placement.

Additional results of past procedures. As earlier stated, one effect of past procedures is that many handicapped Indian students are not identified. Furthermore, a number of schools initiate no Special Classes, and therefore, no evaluation is done. Special services exist at some schools, at others they do not. In addition, teacher referrals usually tend to include only certain stereotyped learning problems, such as behavior problems and severe retardation. Teachers tend to exclude visual perception and auditory perceptual problems, mild neurological disabilities and hypo-activity.

III. FACTORS SURROUNDING
PROCEDURE FOR IDENTIFICATION

Statement of the problem. A number of unique factors surrounded the Navajo Education Resource Center's selection of a procedure for identification and diagnosis of Navajo students. They concerned the language factor, the cultural factor, and the cultural differences between the psychometrist and the respondent.

The language factor. The language factor requires special consideration. Some students come to school never having spoken English; some are bilingual and can communicate in both Navajo and in English, and a few are dominantly English speaking. As of this time, no evaluation instruments are published in the Navajo language. Special services on the reservation is a recent educational effort. Interest and concern for diagnostic and evaluative activities is now being recognized and possibly tests in the Navajo language will be available in the future. Interest and leadership in this activity should be a responsibility of this organization, the Navajo Education Resource Center, and of the Bureau of Indian Affairs.

Cultural differences within the reservation. The Indian culture differs greatly from other ethnic groups. Value systems, attitudes, and behavioral patterns vary from groups used in norming evaluation instruments. Within the reservation, we find significant variation. Families living near metropolitan areas bordering the reservation have enriching experiences not shared by those who live out in the hogans of remote areas, which lack modern conveniences.

Life near metropolitan areas. Those people who live near communities are considered to be on the paved road. These people have opportunities to participate in community activities. Each community has a community center where the latest movies are shown, school recreational activities are conducted, tribal councils are held and other family and parent activities are conducted. They also have the advantage of electricity, which makes television possible in some of their homes. Some of these homes have running water and some have indoor baths.

Life in rural areas. Rural areas would be where there are no paved roads, no electricity, and no water. These people get to town infrequently, are unaware of what is going on in the world, and are exposed to no enriching activities. During bad weather, these people are completely isolated and, for long periods of time, have no contact with other people.

Additional factors. Other conditions which affect the evaluation process are the cultural background of the Anglo psychometrist versus that of the Indian student, the potential training of the Navajo psychometrist, and the lack of evaluative instruments written in the Navajo language.

Cultural differences between the psychometrist and the respondent. Because the typical Indian child is not taught to respond to his elders in an outward manner, the Anglo psychometrist must spend a significant amount of time developing rapport before eliciting qualitative verbal responses. Two or three sessions are sometimes required before the child develops trust. The Indian child's manner of responding is not to be criticized. He merely responds in his own way -- in the manner of his given heritage and customs. Certainly, however, a Navajo psychometrist could develop rapport much more rapidly -- and, in time, a cadre of trained evaluators could be developed.

Training of Navajo psychometrists. Training of Navajo psychometrists would solve some of the evaluation problems but special consideration would have to be given to the training process so that the results be standardized.

Navajo language version of evaluative instruments. It is most important that serious effort now begin to produce a Navajo language version of the most suitable evaluative instruments. Such instruments would include the *Home Interview Scale*, the *Adaptive Behavior Rating Scale*, the *Early Childhood Identification Scale*, and the *Diagnostic Battery*. The *Diagnostic Battery* contains the psycho-educational, the motor-dexterity, the achievement scale, and the sensory-perception inventory.

IV. IDENTIFICATION PROCESS

Activities surrounding selection of identification process. The activities surrounding the selection of an identification process took the form of three processes: Direct Field Testing, Participation in the Arizona State Prevalence Study, and Process Training Sessions.

Initial field testing. Direct field testing was first conducted at the Teec Nos Pos Boarding School. Fourteen students who were suspected handicapped children, were evaluated by a battery of instruments.

Instruments used were: (1) the performance of the WISC, (2) the Draw-A-Person, (3) the Bender-Gestalt, (4) the Peabody Picture Vocabulary Test, and (5) parts of the Harris Test of Lateral Dominance.

Previous testing policy. The policy of testing on the Navajo Reservation presently excludes the Verbal portion of the WISC, since Indian children have a difficult time, both in understanding and in expressing themselves in English. This policy is not always practiced by the contract agencies because there is no coordinated monitoring agency to enforce the policy.

Need to monitor diagnostic and placement procedure. The above policy again points out the definite need for monitoring the entire diagnostic and placement procedure.

Basic general aptitude versus verbal performance. Navajo educators feel that the Indian children neither respond well in the English language nor are they inclined characteristically to verbalize. A Verbal assessment, therefore, would not be indicative of basic general aptitude, but more of verbal performance based on those instruments now at hand.

Performances on the WISC. The Navajo students appear to have little, if any, difficulty in responding to the performance section of the WISC. A comparison of the scores on this section with the standardized population reveals average performance. In this field testing activity, deficits noted in sub-tests were supported by depressed performance in other related psycho-motor activities.

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Performances on the Draw-A-Person. The Draw-A-Person activity is sometimes questioned in use with Navajo students. This, primarily, is because of the high skills exhibited by Indians in artistic reproductions. When scored in MA or IQ equivalents, this concern may be justified.

The field test activity revealed that these fourteen suspected handicapped students performed with little artistic ability and all exhibited either developmental, conceptual, or psychomotor deficits. These deficits were clearly discernable on the Draw-A-Person and it thus appeared to be a useful instrument when used as an indicator of performance deficit.

Performances on the Bender-Gestalt. The Bender-Gestalt Test seemed to be a valuable instrument in identifying problems in fine motor coordination, visual perception, eye-hand coordination, psychomotor deficits and emotionality. This instrument appeared equally valuable with or without the use of the Koppity scoring scale.

Performances on the Peabody. The *Peabody Picture Vocabulary Test* did provide a performance indication of English verbal quotient. To report scores in IQ terms, however, is highly inadvisable since this instrument deals solely with language functions.

Performances on the Harris Test of Lateral Dominance. Parts of the *Harris Test of Lateral Dominance* were administered. Performance deficits were observable which either supported previous data or which went undetected in other evaluation activities. These motor activities emphasized the necessity for including a motor dexterity inventory in any battery administered.

V. SUMMARY AND CONCLUSION
ON FIELD TESTING

Opportunity to compare reaction between Indian students and other students. An important conclusion to the testing conducted is that it offered an opportunity to gain the reactions of Indian boys and girls to the diagnostic instruments that are typically used in educational institutions throughout the country.

Test battery supplies cognitive information. This battery of test instruments supplies cognitive information that is needed both for Special Class placement and for Educational Programming. Within this battery, we have a psycho-educational instrument which indicates learning aptitude and we have an achievement instrument which indicates functional performance. Another instrument is used to indicate the functional level of sensory-perceptual skills. This comprehensive instrument must deal with the hierarchy of functional development of the auditory and visual modalities. The Motor Dexterity Instrument comprehensively includes all motor response categories. Finally, the Adaptive Behavior Inventory gives an indication of the child's ability to develop a meaningful or functional role within his environment. This basic battery of evaluative instruments can be used to adequately assess the skill development for an Indian child.

Most important variable of diagnostic process is sensitive evaluator. The above procedure for evaluation provides a vehicle for the diagnostician to cognitively assess a child's skill development. The child's performance, however, must be inspired, precipitated, and judged by the evaluator. It is he who must anticipate the difficulties and problems which a particular child will face in his responses. In so doing, an effective evaluator can inspire the child's maximum performance. Unless the relationship between the evaluator and the child is reciprocal it will most likely be destructive in terms of valid information. When the attitude of the evaluator is inappropriate, or insensitive, it can create invalid test conclusions which if used, can lead to totally inaccurate educational planning.

CHAPTER III

OBJECTIVE III -- THE DEVELOPMENT OF A DIAGNOSTIC/PRESCRIPTIVE RESOURCE ROOM MODEL

I. INTRODUCTION

Discussion. The intent of this objective was to develop a Resource Room that could be used to demonstrate to administrators, teachers, and aides the various aspects of maintaining such a service.

A number of Resource Rooms were already in existence on the reservation, some very well organized and staffed with highly trained instructors. It was decided to use one of these existing rooms for demonstration and observation purposes.

Two outstanding Resource Room programs were identified at the Greasewood Boarding School. One was selected to be used as a demonstration room and permission was secured from the appropriate administrators.

While some Resource Rooms were already in existence, more were needed in schools which had no special service programs for their students. Also, there were a number of existing self-contained classes that needed to take the Resource Room approach.

Out of the need for more Resource Room services came the concurrent need to make Resource Room information available. Administrators needed information about program structure, objectives, types of students served, materials to order, and how to evaluate effectiveness of the service.

Teachers needed to know about student selection, individualized instruction, materials to match deficits, evaluation, and scheduling. Aides needed to have a description of their roles and responsibilities.

A demonstration class could illustrate some of this information to a few, but the logistics of the need exceeded the capacity of one demonstration room.

It was decided to develop an organizational manual which would explain and illustrate some of the necessary operational procedures for a Resource Room. Included would be lists, sources, and a design for student selection and diagnosis. A copy of the manual is provided herein. (See Appendix D.)

A task force of eight Special Educators from the Bureau of Indian Affairs Special Programs were appointed. This group met together throughout the year and developed a Resource Room manual for publication.

The model Resource Room at Greasewood played an important role in the development of this manual. It served as a training station for members of the task force and provided an excellent source for photographs illustrating pertinent sections of the manual. In addition, as the year progressed teachers and aides were scheduled to observe the room in session and discuss processes with the Resource Room teacher.

The basic purpose for the development of a model Resource Room was to illustrate all phases of the operational process in order that new units could be efficiently implemented and operated in schools throughout the reservation area.

As the year progressed, the Area Office emphasized the trend away from self-contained class units and toward Resource Room services. As a result of this emphasis schools contacted the Navajo Education Resource Center asking for assistance in developing plans for the development of these services. Data already compiled by the Task Force committee was provided the requesting schools as they wrote their funding proposals.

The material for the Resource Room manual was compiled and submitted to the New Mexico State University Printing Service. Two hundred copies of the manual were ordered and will be ready for distribution in August, 1974.

Many sessions with administrators planning to initiate Resource

Room programs were conducted by the Director of the Navajo Education Resource Center.

The Task Force Committee on Resource Rooms profited from the experience since it had the same effect as a training activity. This group now has the expertise to function as an Advisory Committee for Resource Rooms.

Achievement of Objective III. It is felt that the intent of this objective was fulfilled in the 1973-1974 activities and, as a result, the benefits to programs will accrue in the coming school years.

CHAPTER IV

OBJECTIVE IV -- OPERATIONAL PROCEDURES FOR CO-ORDINATING MATERIALS RESOURCES DEVELOPMENT IN THE SEIMC PROJECT

I. INTRODUCTION

"By 30 June '74 an operational procedure for coordinating materials resources development in the SEIMC project with the diagnostic evaluation services of the project will be completed." (See Sub-Contract--Appendix E.)

Intent of Objective. The intent of Objective IV was to establish an Instructional Materials Center to develop the complete operational program, and then, to coordinate those services with the Resource Office capacity so that the two services would function as one.

Discussion. A proposal was submitted to provide funds for materials and personnel to develop the IMC capacity. Notification was received on September 12, 1973 that the proposal was not funded.

In conference with project consultants, November 7-8, it was learned that an opportunity existed to develop Associate IMC services through the IMC-SE of the University of Southern California.

In order to be approved for Associate Center status a proposal request was to be submitted to the IMC-SE Advisory Board. (See enclosure herein -- III.) The Proposal was presented and approval for IMC Associate Center status was received on January 17, 1974.

This Associate Center arrangement provided neither budget nor personnel for the development of services. The USC-IMC regional office did have a structure for services (see enclosure herein -- IV) that would assist in the establishment of some services for the reservation. This would provide a framework for the establishment of a full service IMC for 1974-1975.

The strategy was to generate movement in IMC services through the benefits offered by USC-IMC. Another IMC proposal would be written for

Federal funding under Title VI for School Year 1974-1975. A position paper including a budget was prepared and submitted to the Navajo Education Coordinator and Director of Title VI Funding Office, BIA. (See enclosure herein -- V.)

Although there was no response from the Title VI funding office the possibility of receiving Title I funds was assured.

II. DEVELOPMENT OF SERVICES -- IMC

Discussion. Upon receiving approval of Associate Center status, the Navajo Education Resource Center developed a concurrent activity structure to meld the two services into one approach. This was carried out by the existing staff.

Five hundred dollars worth of instructional materials were to be provided from the Regional Office. These were ordered on February 1, 1974. A telephone communication system with the Regional Office was arranged. A complete listing of Special Education teachers on the Navajo Reservation was developed and given to the Regional Office for monthly mailout information.

Plans were initiated to comduct a materials workshop for all reservation Special teachers. Annotated materials lists were received and placed on file at the NERC office for teachers reference and information.

Special training in the "Systems Fore" Diagnostic/Prescription/

Material Cataloging approach was given to the Director, Navajo Education Resource Center. A complete Systems Fore kit was provided to the Navajo Education Resource Center.

In January, the Diagnostic/Prescriptive sections of Systems Fore were placed in a Special Education class of Educationally Handicapped elementary aged students. The purpose was to field test the approach with Indian students in determining its contributive value to the coming years' Resource Room program.

The teacher was trained in its use and implented the approach for four months. The reported results were positive with more meaningful behaviors exhibited on behalf of both teacher and students. Modification was done to adapt the approach to differing cultures and available reference and instructional materials. The conclusion was that the "Systems Fore" Diagnostic/Prescriptive approach would be an orderly instructional design to use in Resource Rooms and self-contained units for the mild and moderately handicapped. This would be of particular value to the instructor just beginning individualized instruction on a prescriptive basis.

The regional center in Los angeles was visited by the Director, Navajo Education Resource Center. Final arrangements were made to secure a materials demonstrator for the planned area-wide workshop to be conducted during May, 1974, at Hunters Point, Arizona. Available materials were reviewed for use with Navajo students and training packages for teachers were selected.

Materials demonstration and exhibit activities were conducted concurrently in Toyei Boarding School, Tuba City Boarding School, Greasewood Boarding School, Contigency-Management training session--Flagstaff, Window Rock offices, Lake Valley Boarding School and teacher training session--Continental Divide.

An operation IMC base was established during the 1973-1974 emphasis. Materials were collected, catalogues secured, mailing lists compiled, a newsletter developed, and plans for continued service implemented.

Navajo Education Resource Center

__Achievement of Objective IV__. It is felt that, considering limited funds and personnel, the intent of the initial objective has been well established in the framework of Navajo education services.

TABLE I

IMC SERVICES

	Miles Traveled	Hours Involved	Cost of Services	No. Children Ind. Served	No. Educators Receiving Services
Toyei Boarding School	480	12	$ 228	30	3
Tuba City Boarding School	1,080	32	$ 688	150	9
Greasewood Boarding School	160	8	$ 136	60	2
Flagstaff Training Session	380	16	$ 300	225	15
Window Rock Offices	300	16	$ 300		2
Lake Valley Boarding School	380	8	$ 158	125	15
Hunters Point	320	16	$ 693	750	74
Continental Divide	350	16	$ 221	800	40
TOTALS	2,450	124	$2,724	2,140	160

III. PROPOSAL

Navajo Education Resource Center
P. O. Box 275
Many Farms, Arizona 86503

Proposal

To develop an associate satellite SEIMC unit on the Navajo Reservation which includes areas of Arizona, New Mexico, and Utah, and which will service BIA schools, public and private schools.

Goals

To develop an operational procedure for coordinating the services of an IMC unit and a RRC unit.

To serve as a central collection, evaluation, indexing, and loan distribution agency for instructional and professional materials for exceptional children.

To cooperate with existing regional and associate service and research agencies in sharing of information and coordination of activities.

To work with commercial companies and the Regional Network in the development, design, and fabrication of specialized instructional materials.

To stimulate, facilitate, and coordinate classroom behaviors of teachers of exceptional children.

Objectives

All teachers of BIA and private schools on the Navajo Reservation will be identified and placed on the mailing list by March 31.*

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* It is understood that Public School teachers are serviced by an Associate IMC unit in St. Johns, Arizona.

All of the designated special teachers will have received explanatory information regarding the services of the Associate Center by June 1.

Each year the center will host at least one mini-workshop in each of the five Navajo Agencies in the area of the Educationally Handicapped by June 1.

The Associate Center will host at least one media demonstration display of interest to teachers of handicapped children by June 1.

The Center will generate materials development projects specifically designed to meet the needs of Navajo children.

The Center will participate in materials evaluations in cooperation with the Network objectives.

Area To Be Served

Navajo Reservation

Agencies	Number of Children in Special Programs
Tuba City	242
Ft. Defiance	472
Shiprock	264
Chinle	182
Eastern Navajo	163

IV. PROPOSED GOALS, OBJECTIVES, ACTIVITIES FOR NETWORK OF ASSOCIATE CENTERS FISCAL YEAR 1974

Goal

To improve the personal and educational achievement of exceptional individuals to their fullest potential through a viable system of Associate Instructional Media Centers for Special Education in the Region Network of California, Arizona, and Nevada.

Objectives

1.0 To provide and review a two-way communication system between associate centers and regional centers.

- 1.1 To explore and cost out the development of Assoc. center line both incoming and outgoing for region. -
- 1.2 To provide a newsletter (new format) combining SHARE and the Communicator and issued 8 times a year -
- 1.3 To provide to all associate centers reports on materials evaluations -
- 1.4 To provide two associate center meetings, one Task Force oriented and one information oriented (two days) -

2.0 To provide media and materials for each associate level.

- 2.1 To provide $500 in materials for each associate center.
- 2.2 To survey the specific needs for materials of each associate center by November, 1973 -
- 2.3 Identify several alternative methods of acquiring materials and media -

3.0 To provide training in the use of media and materials.

- 3.1 To provide coordination or consultant for specified media training -

3.2 To develop and list commercial vendors supplying materials, media training -

This project was supported in part by a grant from the Bureau of Education for the Handicapped, U. S. Office of Education which is gratefully acknowledged.

3.3 To provide packaged training in specific media skills, i.e., slide projector, overhead, video tape -

3.4 To develop video-tape presentations on use of materials, i.e., Peabody Kits, SRA Kits, specific programmed materials -

4.0 To provide a system for evaluation of the effectiveness of media-materials.

4.1 To continue, expand and revise, as needed, the current evaluation of materials system -

4.2 To complete at least 8 materials evaluations during FY '74 -

4.3 To collect, organize, and disseminate evaluation/research, information on materials developed by other organizations, i.e., Fountain Valley, Visalia-Distar -

4.4 To participate in national media, materials evaluation activities -

4.5 To provide reimbursement for associate centers for evaluation activities -

5.0 To provide a retrieval system for instructional materials/media.

5.1 To develop a clearing house for materials in the Associate Centers with the ability to locate/retrieve more materials between Associate Centers -

5.2 To purchase, develop or otherwise obtain an approved system and place it in the Associate Center network -

6.0 To provide, maintain and modify the Associate Center Network as needed.

6.1 Determine the criteria for establishment and operation of an Associate Center -

6.2 Conduct an ongoing bidirectional evaluation and monitoring of Network Centers -

6.3 Support Associate Center programs with consultation and assistance -

7.0 To actively seek financial support to supplement and enhance the activities of the Associate Center Network.

7.1 Solicit local, state, and national public agency support -

7.2 Solicit private agency support -

7.3 Solicit local community support -
(7.1 - 7.2 - 7.3) Task Force of three members -

8.0 To provide a continuous system for needs assessment.

8.1 Query Associate Center clientele at least once each year and disseminate data on information to Regional Center and to Associate Center clientele -

8.2 Record materials usage data through the Associate Center and disseminate data to the Regional Center -

9.0 To cooperate with other related agencies (i.e., RMC, RRC, etc.).

9.1 Identify all related agencies - local, state and national -

9.2 Establish working relationships with these agencies -

9.3 Implement cooperative effort between Network and Agencies -

V. CONCEPT PAPER

Navajo Education Resource Center
Navajo Nation
Many Farms, Arizona 86503

Concept Paper:

Instructional Materials Center

Purpose

It is proposed that funds be made available to provide an adequate budget to fully supply a strategically located unit with materials, equipment, and staff. This center would be located within the Navajo Reservation to serve personnel of BIA schools, public schools, private schools, tribal schools, Headstart, and community-parent groups.

Goals

The major goal is to establish a materials resource service to educators that will contribute to the improvement of education of all handicapped children in the reservation.

This IMC unit will be designed to provide services to all professional personnel who are concerned and involved with the education of handicapped children.

Specific goals are:

1) To develop and implement methods and media through inservice and pre-service education in schools within the five educational agencies so that if achieved, the special educators in the region will demonstrate:

    a. increased knowledge of the various instructional materials available on the market.

    b. increased skill in the use of instructional materials and equipment in the classroom.

    c. increased skill in selecting appropriate and effective instructional materials according to individual student needs.

d. increased skill in bringing about desirable behavioral changes among handicapped children.

e. increased skill in the use of instructional materials in a prescriptive teaching approach.

2) To develop and implement methods and media for obtaining and disseminating information regarding instructional materials so that if achieved, special educators will demonstrate:

a. increased knowledge of the effectiveness of instructional materials in achieving specific instructional objectives.

b. increased skill in evaluating the effectiveness of instructional materials.

Strategies

1) An advisory committee consisting of a representative from each Agency will plan with the regional media - consultant to establish structure for needed services for the reservation.

The advisory committee will approve the budget, recommend material selections, and set priorities for agency needs.

2) A full-time salaried IMC Media-Consultant will be employed to initiate and perpetuate the IMC services. The IMC consultant will be called on for demonstration teaching and consultant services to all educational agencies within the reservation. The consultant will develop and administrate a materials check-out system as materials have been purchased, acquisitioned, and catalogued.

3) In order to make maximum use of the IMC, plans must include a) allocations for a storage-retrieval system, b) a cataloging system that could be used reservation-wide as well as on a national level, c) an extensive mail-out service.

4) Projections include community educational activities to develop greater understanding of the handicapped child through use of video-tapes, films, filmstrips, radio, tribal meetings.

5) Agreements will be developed with the Regional Area Learning Center for direct and indirect services in establishing, developing, and maintaining, services to agency educators.

Agreements will be made with agency school officials to use their personnel in providing services to other agencies thus multiplying the effect of the training and service components. Agreements will be made with the Area Office, Director of Special Education to coordinate service thrust to localities consistent with Area goals and plans. Agreements will be made with Agency school districts for provision of housing and office spaces needed.

Operational Guidelines

The IMC unit would be a service extension of the model Navajo Education Resource Center and would be responsible to the director of this Resource unit. The provision of this service would be a cooperative effort between the Navajo Area Office, Director of Special Education and the NERC.

The IMC unit will be housed with the NERC and secretarial services will be provided through this arrangement.

Evaluation

An evaluation model with systematic continuous evaluation will be developed to show the effectiveness of a reservation enterprise in anticipation that the reservation advisory committee could eventually serve to project direction to general Special Education programs in other areas in the media in the future.

Budget

Salaries:	$ 12,000
Media Consultant	1,380
Fringe (11.5%)	
Travel:	4,000
Operating Costs:	
Supplies	300
Communication (postage, telephone)	600
Educational Materials	8,000
Educational Equipment	2,000
	14,900
Total Budget	$ 28,280

CHAPTER V

OBJECTIVE V--
INTRODUCTION TO MODEL PLAN:
"PLAN FOR SUBSEQUENT PHASES"

I. INTRODUCTION

Discussion. "A regional BIA plan for subsequent phases of the project will be submitted . . . ." (See Appendix E, "Sub-Contract.")

The first funding year (1973-1974) of the BIA Resource Center was to be conducted at the management level. Specific objectives were to be developed and evolved into a plan to provide a structured approach to the development of an Indian Regional Resource Support Service System. The function of this Support Service System would be to provide to reservation educators services which would enable them to develop a full spectrum of educational services for all handicapped Indian children. This would be done through (1) needs assessment, (2) program planning consultation, (3) instructional development consultation, (4) personnel training capacity, (5) demonstration and experimental activities and (6) information and data services. (See Appendix F, "Model Plan for an Indian Learning Resource Center.")

It is stated in the needs analyses of the original contract that " . . . no regional plan for full services to handicapped Indian children has been developed." (See Appendix E, "Sub-Contract.")

Such a plan is needed not only to assure that educational services will be provided to all handicapped Indian children within a given time frame but also to assure the efficient expenditure of funds and manpower.

The following is a proposed plan which charts the present program and, over a four-year span, achieves the desired growth in a full-service pattern.

II. THE ROLE OF THE REGIONAL SUPPORT SERVICE CENTER

In order to accomplish the growth from the present program to one which provides educational services to all handicapped students, a support service system will be essential. For that support service system to have the capacity to respond to anticipated requests it must be staffed with sufficient numbers of well-trained members.

The following design will provide a full-service back-up system for the expected growth of the preceding proposed plan.

TABLE II

PROPOSED PLAN FOR HANDICAPPED INDIAN CHILDREN--BUREAU OF INDIAN AFFAIRS, NAVAJO AREA, SCHOOL YEAR 1973-1974 (PRESENT PROGRAM)

Programs	Exceptionality Area	No. of Units	Staff		No. of Students	% of Pop.	Funding
			Teachers	Aides			
Learning Disabilities (Resource Room) Self-contained	Underachieving E.D.	14 9	14 9	12 3	856	4.5	Bureau and Title I
Moderately Educ. Handicapped	E.M.R.	18	18	13	293	1.5	Bureau and Title I
Auditory Handicap	Hearing Probs.	1	1	1	31	.1	Title I
Severely Handicapped	T.M.R.	2	3	1	32	.1	Title I
Accelerated	Adv. Perform.	1	1		15	.05	Bureau and Title I
Speech Services	Organic and Inorganic	2	2	1	92	.5	Title I
TOTALS		47	48	31	1273	6.75	$1,022,625
						Title I --	810,382
						Bureau --	212,243

Narrative Summary: Present program reflects no services for visually handicapped, deaf/blind, nor crippled and other health impairments. Percentage column reflects needed additional funded units for all categories. Bulk of funding is from Title I category. Area administration is understaffed with one person. Speech services are localized and should be regionalized. Conduct search for deaf/blind students.

TABLE III

PROPOSED PLAN FOR HANDICAPPED INDIAN CHILDREN--BUREAU OF INDIAN AFFAIRS, NAVAJO AREA, SCHOOL YEAR 1974-1975

Programs	Exceptionality Area	No. of Units	Staff		No. of Students	% of Pop.	Funding
			Teachers	Aides			
Learning Disabilities (Resource Rooms)	Underachieving E.D. E.M.R.	29	29	29	1046	6.5	Bureau and Title I
Moderately Handicapped (Self-contained integrated)	E.M.R. E.D.	24	24	- 24	388	2.0	Bureau and Title I
Auditory Handicap	Deaf	3	3	3	57	.3	Bureau
Deaf/Blind*	D/B	1	2	2	4	.025	Bureau & Media Ctr for D/B
Severely Handicapped	T.M.R.	10	10	20	95	.5	Bureau and Title I
Accelerated	Gifted	6	6	6	95	.5	Bureau
Speech	Organic and Inorganic	5	5		190	1.0	Bureau and Title I
TOTALS		78	79	84	1875	10.825	

*Growth for this year is reflected in addition of service for deaf/blind and increased unit count in all other types of services. Bureau funds begin supporting every area of exceptional child service. Area office staff increased to three persons in this year. Conduct search for blind and crippled students.

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TABLE IV

PROPOSED PLAN FOR HANDICAPPED INDIAN CHILDREN--BUREAU OF INDIAN AFFAIRS, NAVAJO AREA, SCHOOL YEAR 1975-1976

Programs	Exceptionality Area	No. of Units	Staff Teachers	Staff Aides	No. of Students	% of Pop.	Funding
Learning Disabilities (Resource Rooms)	Underachievers E.D. E.M.R.	40	40	40	1236	7.5	Bureau and Title I
Moderately Handicapped	E.M.R. E.D. T.M.R.	26	26	26	388	2.0	Bureau and Title I
Severely Handicapped	T.M.R.	25	25	25	190	1.0	Bureau and Title I
Visually Handicapped*	Blind	2	2	4	8	.05	Bureau and Title I
Auditory Handicap	Deaf	9	9	9	95	.5	Bureau
Gifted	Accelerated	9	9	9	190	1.0	Bureau
Speech	Lang. & Organ.		10		380	2.0	Bureau and Title I
Deaf/Blind	D/B	2	2	4	8	.05	Bureau & Media Ctr for D/B
Orthopedic*	Crippled	2	2	4	8	.05	Bureau & Title I
TOTALS		115	125	121	2503	14.15	

*Growth in this year reflected in addition of services to blind and crippled children. Increased student load seen in all areas except moderately handicapped type of unit where estimated need is being met. Continued shift of funding from Title I to Bureau budget. Area office staff increases to five and holds. Speech Therapists are itinerary in nature. Gifted classes include artistically talented. Program holds for one year to stabilize (1976-1977).

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TABLE V

PROPOSED PLAN FOR HANDICAPPED INDIAN CHILDREN--BUREAU OF INDIAN AFFAIRS, NAVAJO AREA, SCHOOL YEAR 1976-1977

Programs	Exceptionality Area	No. of Units	Staff Teachers	Staff Aides	No. of Students	% of Pop.	Funding
Learning Disabilities (Resource Rooms)	Underachievers E.D. E.M.R.	50	50	50	1900	10.0	Bureau & Title I
Moderately Handicapped	T.M.R. E.M.R. E.D.	26	26	26	388	2.0	Bureau
Severely Handicapped	T.M.R. Mult. Handi.	31	31	31	285	1.5	Bureau
Visually Handicapped	Blind	15	15	30	95	.5	Bureau
Auditory Handicapped	Deaf	9	9	9	95	.5	Bureau
Gifted	Accel. Talented	18	18	18	380	2.0	Bureau & Title I
Speech		10			380	2.0	Bureau & Title I
Deaf/Blind	D/B	2	2	4	8	.05	Bureau & SW Center for D/B
Orthopedic	Crippled	4	4	8	16	.1	Bureau
TOTALS		155	165	176	3647	18.65 Bureau Title I	$3,500,000 2,000,000 1,500,000

Level of growth maximizes this year. Funds have shifted with bulk coming from Bureau Revenue.

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CHAPTER VI

OBJECTIVE VI --

DIRECT SERVICES ACTIVITIES

I. INTRODUCTION

In addition to the five initial objectives stated in the original contract, a sixth objective was developed. Before the five objectives could be achieved, before coordination could begin, before a design for a service model could be conceived, a direct service activity had to be added to the functional design of this research project.

Initiation of direct services. Direct services were initiated by responding to requests for assistance from the field. In some cases, requests for assistance were met by training existing staff members; in other cases, consultants were secured to render services. And many times, the Navajo Education Resource Center Director responded to the requests.

Direct services took the form of six types of activities:

1. Conferences with Administrators
2. Training Sessions
3. Workshops
4. Consultant Services
5. Diagnostic Services
6. Program Development and Evaluation
7. Student Evaluation

Twelve thousand, seven hundred forty seven miles (12747) were traveled in response to requests for direct service. Seven hundred eighty nine (789) people were involved in sixty-five (65) diverse direct service activities.

This effort represents only a token service in relation to the actual need that exists in Special Services for handicapped children. The involvement of providing this small service illustrates the unmet needs that exist in reservation schools.

It became apparent that Special teachers in BIA schools lacked the benefit of an administrator or consultant who was close at hand, skilled in handicapped children's services, and capable of dealing with the many problems which arose in programming for exceptional children.

Such a lag in leadership can only result in diminishing Special programs, particularly where there are only one or two such units in a school.

In view of the above statement, some schools tried to take comfort in the fact that their programs were on contract with a large University employing highly skilled Professors of Special Education. Proximity, however, could not be discounted and required frequent teacher contact was absent.

Recommendations for resolving direct service needs. Recommendations for resolving the numerous direct service needs are as stated in the paragraphs below.

1. At this time, the educational structure of the BIA Agency provides neither for support nor for stimulation of quality provisions to exceptional children's programs. Each BIA agency within the reservation area should employ a Special Education Specialist (or team of specialists). Their sole function should be to work directly with Special Education teachers and programs within that agency.

2. The agency specialist should coordinate directly with the Area Special Education Director who bears the responsibility for program approval.

The Area Special Education Director should have a staff to assist in program review and approval, program needs assessment, Special Education policy and student placement approval, generating funds and resources for program enrichment, maintaining statistical records, and conducting teacher training activities.

A separate budget should be identified to assure funding of

Special Education program needs.

The following chart offers a sample organizational structure.

3. The continuance and development of a Resource Center should be assured by developing a source of continuing funding. Such a Resource Center should form a part of the Special Education program within every reservation area where population permits.

An operational model is suggested in Objective V -- Plan for Subsequent Phases of Development.

4. A comprehensive training program should be maintained. Administrators, physical education teachers, aides, and dormitory personnel should be included as well as Special Education and Regular teachers.

5. A cadre of child diagnosticians should be provided either by training of existing personnel or by employment. These diagnosticians should be expected to fill the need for all reservation

child evaluations.

Results of direct service activities. The direct service activities resulted in (1) developing a first-hand awareness of actual program needs; (2) establishing project visability; (3) resolving several crises situations; and (4) experimenting with several personnel training designs.

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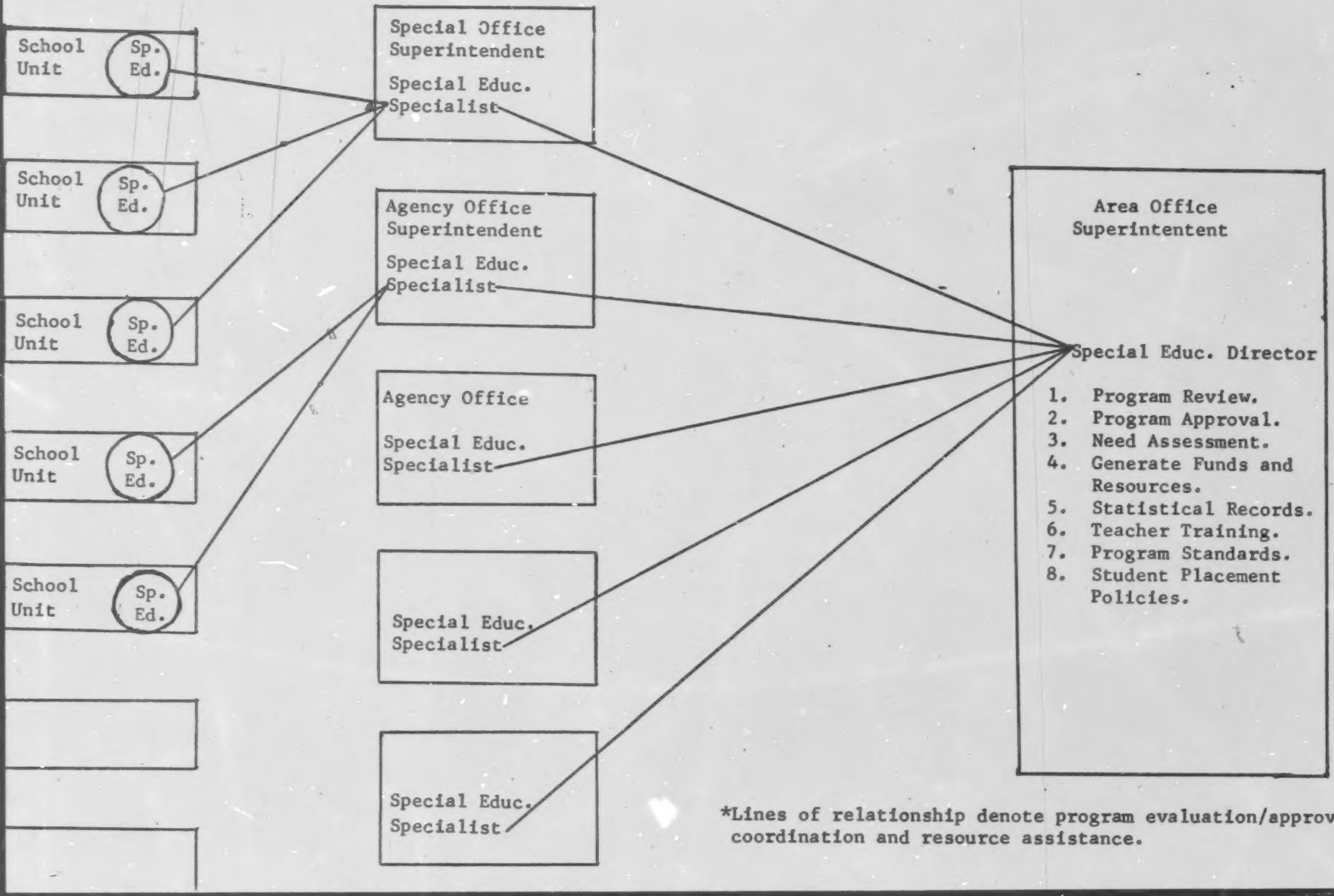
TABLE VI

RESERVATION AREA SCHEMATIC
SPECIAL EDUCATION PROGRAM


School Unit
Sp. Ed.
School Unit
Sp. Ed.
School Unit
Sp. Ed.
School Unit
Sp. Ed.
School Unit
Sp. Ed.
Special Office Superintendent
Special Educ. Specialist
Agency Office Superintendent
Special Educ. Specialist
Agency Office
Special Educ. Specialist
Special Educ. Specialist
Special Educ. Specialist
Area Office Superintentent
Special Educ. Director
1. Program Review.
2. Program Approval.
3. Need Assessment.
4. Generate Funds and Resources.
5. Statistical Records.
6. Teacher Training.
7. Program Standards.
8. Student Placement Policies.

*Lines of relationship denote program evaluation/approval, coordination and resource assistance.

II. PROCESS TRAINING SESSIONS

Process training activities took three forms: individual training sessions, group sessions for psychometrists, and identification training for teachers.

Most schools contracted with Universities to conduct child diagnostic activities. These services were expensive and the reports received on each child included only minimal information.

An existing need was to develop the on-reservation diagnostic capacity. This could be done through training people who were presently employed in the schools and who expressed a desire to learn these assessment skills.

Individual training sessions were conducted in schools with personnel who requested the training and who indicated a willingness to follow-up with appropriate University course work which would meet the State standards for certification as a diagnostician.

Training was done by the BIA Resource Center Director, and on-reservation personnel who were secured as consultants for training activities.

Group training sessions were conducted for personnel who formed the teams for the Prevalence Study.

A session for psychometrists was conducted by Dr. Shitala Mishara of The University of Arizona. The session attended to the administration of the 1974 Weschler Intelligence Scale for Children-R.

A training session for Navajo Home Interviewers was conducted by Rosa McGrath of Dr. Jane Mercer's staff. The administration of the Adaptive Behavior Rating Scale was the subject of this session.

Speech therapists were instructed in the use of the Templin-Darley Articulation Scale.

Early Identification of the Handicapped was the subject of a large group training session conducted at Continental Divide. Forty beginner and first grade teachers were instructed in the use of scales, inventories, and other commercial assessment instruments by the teachers in the identification of problems that could become learning handicaps. These included the Purdue Perceptual Motor Scale, the Valett Developmental Survey, the Peabody Individual Achievement Test, the Peabody Picture Vocabulary Test, and the Key Math Inventory. Over-view sessions were conducted on the WISC and ITPA. Seven trainers were selected to instruct the teachers in the proper use of selected instruments. All instruments used were classified for teacher use.

III.

BUREAU OF INDIAN AFFAIRS

Training Session

Contingency Management

March, 1974

Little America Motel

Flagstaff, Arizona

Sponsored By:

Navajo Education Resource Center
Many Farms, Arizona

Instructional Materials Center, S.E.
Los Angeles, California

Implementors:

Helen Zongolowich

Training Session Director:

Laurine Ruleau

Consultant:

Bruce Weston

Training Session Secretary:

Charlene Crosby

Workshop
Training Session: Teams
Bureau of Indian Affairs -
Contingency Management

Workshop Overview

Train six teams consisting of three people per team selected from different demographic areas of the Navajo reservation. Teams to consist of Teacher Supervisor, Special Education Teacher, and Teacher's Aide.

Workshop to be conducted in two separate sessions. First session will be training followed by an intermission where training is implemented in classrooms with onsight visits by Director of Workshop and NERC Director. Second session will be a one day follow-up/reporting session.

Content of Training Session to be Contingency Management. Duration of first session, 3½ days. Location of session, Flagstaff, Arizona, in Little America Motel facilities. Date of Workshop to be mid-March.

Three training leaders will conduct sessions. Leaders are presently on staff at Greasewood Boarding School and were trained in similar sessions, Spring 1973, in California.

Mr. Bruce Weston of IMCSE, Los Angeles, California will monitor training sessions and serve as consultant during planning stages and actual training sessions.

Laurine Ruleau will function as Director of Workshop and will coordinate all activities with appropriate BIA officials and supervisors.

Roland Caster will sponsor workshop and assist as implementor in small group activities.

Charlene Crosby will function as workshop secretary and will prepare reimbursement vouchers and handle lodging and meal billing and prepare materials and reports necessary for group sessions.

PLANNING AND ORGANIZATIONAL SEQUENCE

1. Assess Needs
   Select Training Category
2. Coordinate with BIA, Window Rock,
   IMC/SE, Los Angeles
3. Budget Funds
4. Enlist Training Implementors
5. Secure Training Site
6. Select Trainees (teams)
7. Planning Session with Trainors
8. Secure Training Session Materials
9. Final Accomodation Arrangements
10. Conduct 3½ Day Session
11. Reimbursement Voucher and Payment Activities
12. Visit Six Team Sites
13. Accomodations for Follow-up Session
14. Conduct Follow-up Session
15. Reimbursement Voucher and Payment Activities

Assess Need: Select Training Category

Site visits and personal conferences suggest needs to include student management and motivational skills.

Such skills useful to all Special children staff members.

A training program for trainors in Contingency Management to result in a multiplier effect will be conducted.

Coordinate with BIA--IMC/SE

Director of Special Education services for Navajo Area Office, Laurine Ruleau, approves training plan and agrees to act as training session director.

Arrangements for assistance of IMC/SE, Los Angeles, made with Field Coordinator, Bruce Weston

For the BIA Special Education programs:

A training workshop in Contingency Management (CM) will be held in March for five to seven 3-person teams.

Teams will consist of a teacher supervisor, a teacher, and an aide from the same administrative units (there are 44 units).

NERC will select and invite the teams and secure a written commitment from each person selected to implement CM for 21 days in the classroom of the teacher member of the team.

NERC will also secure a commitment from each of them to attend the second workshop in May to share with the other teams their experiences, problems, solutions, etc., with CM.

IMCSE, LA will design a commitment form.

NERC will attempt to select teams who are likely to be imitated ie., people who are liked, respected.

IMCSE, LA will design format of the workshops.

IMCSE, LA & NERC will select the CM trainers and small group leaders.

NERC will arrange for the payment of their expenses and honoraria, if any.

IMCSE, LA will design with them the materials to be used in the workshops (and the evaluation forms).

IMCSE, LA will coordinate their participation in the workshop.

NERC will:
    Set dates for both workshops.
    Arrange for food, lodging, meeting & recreation facilities. for both workshops.
    Handle all correspondence phone communications with teams.
    Visit each team once between workshop #1 and #2 to evaluate implementation and advise, encourage, stroke team.

NERC will discuss all of this with Laurine Ruleau.

NERC will advise IMCSE, LA as to whether training team should come from Greasewood. (Teacher Supervisor at Greasewood). Miss Helen Zongolowich.

Budget Funds

All expenses provided by Navajo Education Resource Center (attached).

Enlist Training Implementors

Team training in Los Angeles session, Spring 1973, now employed in Greasewood Boarding School.

Team members, Helen Zongolowich, Elsie Kempter, contacted December 14, 1973, and agreed to serve as Session Implementors along with staff member Helen Kempter who has been trained since Spring.

Workshop Budget

ADMINISTRATION	
Materials, supply and workshop	$100.00
Postage	15.00
Telephone	50.00
Travel - 1300 miles @ 10¢	130.00
Sub-Total	$295.00
PHYSICAL FACILITIES (Little America, Flagstaff)	
14 Rooms for 25 people on share room basis @ $20.00 per room for 4½ days (1st and 2nd session)	840.00
350 meals for 25 people (14 meals per person - 1st and 2nd session) @ 2.00 per meal	700.00
Sub-Total	$1,540.00
TRAVEL	
Travel for 7 cars avg. 400 miles roundtrip - 2800 miles, 2 roundtrips 5600 miles @ 10¢	560.00
GRAND TOTAL	$2,395.00

Select Trainees

1. It is desired that representatives be selected from each of 5 Navajo Agencies.

2. Planning session with Special Education Director, Laurine Ruleau to nominate most receptive Team participants.

3. List of potential trainees compiled.

4. Contact with first selections made verbally by Special Education Director and Director of The Navajo Education Resource Center.

5. Personnel showing great interest in participating -- follow-up interview explain responsibilities, involvement, sign commitment contract.

6. Final approval and arrangements with committed Trainees.

Navajo Area Office
Window Rock, Navajo Nation, (Arizona) 86515

Memorandum

To: Contingency Management Training Teams

From: Education Specialist (Special Education)

Subject: Participation in the Contingency Management Diffusion Project

Thank you for the interest you have expressed in participating in the Contingency Management Diffusion Project.

Before making the kind of committment that is being asked of you, please consider carefully the following information.

1. The conference, March 4-7, is only the beginning of an on-going involvement in which you are committing yourself not only to implement Contingency Management in the classroom of the teacher member of the team, but to facilitate the implementation of Contingency Management in the classroom of three other teachers in your school.
2. The conference, March 4-7, will be an intensive experience requiring the participants to be present at the conference from Monday evening to Thursday noon. It will be a hard working conference requiring specific tasks to be accomplished and considerable involvement with the other members of the group.

As you can see, involvement in this project will be demanding. It is with this in mind that great care has been taken in the selection of the training teams.

What do you think now that you have read all this? The group is select, the demands are high. We think that the personal satisfaction will be equally as high.

In view of the information provided in this memo, if you are still determined to participate, here are the following steps that you should take.

A. Each member of your training team should complete the Training Team Response Form (copies enclosed).

B. The teacher member of your team should complete the Pre-Training Committment Form (copies enclosed).

C. Return these completed forms to this office by February 15.

3. There will be a second conference, early May, at which each team will make presentations to the other teams describing the success of their team as facilitators of change.

We are looking forward to hearing from you and to an outstanding experience together with you.

Education Specialist (Special Education)

Concur:

____
Assistant Area Director (Education)

January 31,1974
Date

CC: 100
200
005
File
M&F
Roland Caster

225:CLRULEAU:1b 1/30/74

Secure Training Site

Accomodations for 18 trainees and 7 Training Session facilitators needed. 13 double rooms and 1 single room needed for 4 nights. Eleven meals will be arranged.

Check-in will be done Monday night. Sessions conducted from Tuesday morning through Friday noon.

Facility: Little America Motel
Flagstaff, Arizona 779-2741

Date: ______________________

Rates:		
	$20.00	per double room
	14	rooms will be needed
	$280.00	
	4	nights
	$1120.00	

Meals:			
	Breakfast	100@ $2.50	$250.00
	Lunch	100@ 2.95	295.00
	Supper	75@ 4.95	371.25
	4% tax, 15% gratuities		174.04
			$1080.29

Navajo Education Resource Center
Programs for Handicapped Children
P. O. BOX 275
MANY FARMS, ARIZONA 86503

Roland Caster, Director
ina B. Beno, Secretary

Telephone:
602 - 781 - 6325

February 14, 1974

Judy Miln
Little America Motel
P. O. Box 850
Flagstaff, Arizona 86001

Dear Judy,

This is to confirm our telephone reservations for a coming workshop. The dates of the Navajo Education Resource Center training session will be March 4 through March 7. Workshop participants will be asked to check in from 1:00 to 6:00 Monday, March 4 and will check out from 10:30-12:00, Thursday, March 7.

During the training session, we will need a meeting room that will accommodate 25 people with room for a display. This room can be set up with chairs and a speakers stand. No provisions for writing need be made in this room.

We also need meeting areas for 4 sub-group activities where writing will be done. It was discussed that one larger room could be used for two groups. Subgroups will consist of 6-8 people. A large table with seating could accommodate their needs.

A planned session on Monday evening from 6"30 - 9;30 will be conducted. An hors d'oeuvre table with wine will be needed for this session and could be set up in the large meeting room. Twenty five people will be served at this time.

Sessions from 8:00 to 5:00 will be conducted on Tuesday and Wednesday and from 8:00 to 11:00 on Thursday.

We will serve the participants through your buffet service. There will be the same group of twenty five beginning with the evening buffet Monday through the noon buffet on Thursday.

Sincerely,

Roland Caster, Director
Navajo Education Resource Center

RC/crc

Tables for P.E. in main room
call about coffee

Planning Session With Trainers

January 28-29 (Gallup, Window Rock, Greasewood)

Lourine Ruleau
Helen Zongolowich
Bruce Weston
R. Caster
Elsie Kanyid
Helen Kempler
Nancy Hyatt

February 8 (Chinle)

Helen Zongolowich
R. Caster

February 20 (Greasewood)

Helen Zongolowich
R. Caster

Materials: Training Session

1. Schedule of Training Session activities, accomodations, times, dates, reimbursement arrangements. Prepare brochure for mail out to each member of 6 teams and facilitators.

Navajo Education Resource Center
Programs for Handicapped Children
P.O. Box 275
Many Farms, Arizona 86503

Dear

All of us who are planning together for the coming Diffusion/Change Agent session are very excited about the quality of the teams that have chosen to participate.

For our March conference (March 4-7), we will be staying at the Little America Motel in Flagstaff. This facility is located on the east side of Flagstaff just off Interstate 40.

The Navajo Education Resource Center will provide for all the rooms and meals. You need only enough money for your expenses to and from the conference site. Travel reimbursement will be paid for one car per team at the rate of 10¢ per mile. If a team plans to bring more than one vehicle, please decide beforehand which party will apply for the reimbursement.

Double rooms will be provided and you will be asked to select your room mate. Should you desire a single room, one can be provided with the individual participant paying the $6.50 per night differential.

You are urged to bring casual (comfortable) clothing. Check-in time will be from 1:00 p.m. to 6:00 p.m. Monday (March 4) and departure time approximately 12:30 p.m. Thursday (March 7).

You will need to bring a calendar of your commitments to the March conference, to facilitate your planning for implementation and training in your home school.

Enclosed are three articles. Please read these prior to the conference. It will be more understandable if you are familiar with the use of the following terms:

Low Probability Behavior's (LPB's)
High Probability Behavior's (HPB's)
Successive Approximation
Reinforcing Event (RE)

Navajo Education Resource Center

The following is quoted from Dr. Lloyd Homme's new book, How to Use Contingency Contracting in the Classroom. Research Press, 1969, pp.18-21. See *

Chapter 3

Grandma's Law and Other Rules

As stated in Chapter 1, rules of contracting are not entirely unknown to the average teacher or parent. In fact, much of contingency contracting may be summed up in Grandma's Law which states: "First clean up your plate, then you may have your dessert."

More formally and precisely, we can identify ten basic rules. The first five refer to the use of the reward in contracting, while the last five describe characteristics of proper contracting.

Rule 1: The contract payoff (reward) should be immediate. It is of particular importance that this rule be observed early in the game when the child is just learning about contracting. Initial contracts (see Rule 2) should demand a small bit of behavior, then a progress check to see whether the behavior was executed to the contractor's specifications. Then the reward should be offered immediately. It is important that the presentation of the reinforcer be contingent only on the adequate performance of the behavior and not, for example, on the passage of time. Contracting will go well to the extent that the precision of the performance-reward relationship is respected.

Rule 2: Initial contracts, should call for and reward small approximations. If the initial performance requested from the student is a small, simple-to-perform approximation to the final performance desired, no difficulties will be encountered. If, on the other hand, the performance requested is too precise, and too difficult for the student to perform, no amount of reward will help. In fact, the major thing wrong with intuitive contingency contracting (as it sometimes occurs in everyday situations-see Grandma's Law above) is that the intuitive contingency manager does not settle for small steps or approximations. The intuitive contract is likely to say, "Clean your room," rather than, "First, put your shoes in the closet." The intuitive contingency contract is likely to say, "Do all the arithmetic problems at the end of the chapter correctly, then you may watch a movie." The systematic motivation manager is more likely to say, "Do the first two problems correctly, then we will watch a movie for five minutes." The employer, when he is training new employees always has to reward approximations. If the new employee were to be rewarded only for expert performance at the start, he would never obtain the offered reward and would more than likely void the contract (i.e., leave the job).

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* RESEARCH PRESS
Post Office Box 2459, Station A
Champaign, Illinois 61820

This project was supported in part by a grant from the Bureau of Education for the Handicapped, U.S. Office of Education which is gratefully acknowledged.

Rule 3: Reward frequently with small amounts. Experience has shown (and there is considerable laboratory evidence to support this) that it is far more effective to give frequent, small reinforcements than a few large ones. As Rule 2 indicates, this is of particular importance early in the game.

Rule 4: The contract should call for and reward accomplishment rather than obedience. Thus, the contract should say: "If you accomplish such and such, you will be rewarded with such and such, not, "If you do what I tell you to do, I will reward you with such and such." Reward for accomplishment leads to independence. Reward for obedience leads only to continued dependence on the person to whom the child learns to be obedient.

Rule 5: Reward the performance after it occurs. At first glance, this is the most self-evident of all the rules: first some task behavior, then some reinforcing responses or reinforcing stimuli. The reader may be saying to himself by now, "Why, that's nothing but the old 'first work, then play' sequence does not occur just once, twice, or three times a day. The task and the reinforcing events and broken down into small components, so that the sequence will occur dozens of times each day.

It is striking to note, when one begins to observe the order of events, how frequently the order is reversed. For example, "Just one more game of cards" (a reinforcing activity), "then you've got to do your homework" (a task event). Or, "Stop watching television" (a reinforcing event), "and carry out this trash" (a task event). The examples illustrate that these events do not, by themselves, automatically get broken down into small units and arranged in the correct order. That is the purpose of this book, to demonstrate the method of correctly managing contingencies.

Rule 6: The contract must be fair. This rule simply means that the terms of the contract, on both sides of the agreement ("If you will do X, I will do Y"), must be of relatively equal weight. Imagine a contract, for example, in which a teacher says to the student, "If you get all A's throughout the school year, I will take you to the movies." This kind of a contract could hardly be called fair. On the other hand, the teacher's saying, "If you sit quietly for two minutes, I will take you to the movies," would also be an unbalanced contract. In this case, the weight of what is offered by the initiator of the contract would be immensely greater than the weight of the behavior demanded by the contract. In general, one must try to relate the amount of reward to the amount of performance.

Teachers and parents sometimes feel uncomfortable with rewarding the students "for what they should be doing anyway." It seems to be somehow immoral to reward today's child for doing assignments that earlier generations had to do "or else." But the fact is that children learn better, and more willingly, if reinforcers follow difficult activities. We wouldn't say today's children primarily because of their fun value. The crucial difference is in the time sequence of offering them.

Rule 7: The terms of the contract must be clear. This means that the terms on both sides of the agreement must be explicitly stated. For example, an unclear contract would say, "Do a few arithmetic problems and then we will do something more interesting." A more clearly stated contract would say, "Do ten arithmetic problems correctly and then we will watch the first four minutes of this Popeye cartoon." The child must always know how much performance is expected of him and what he can expect as a payoff.

Rule 8: The contract must be honest. An honest contract is one which is (a) carried out immediately, and (b) carried out according to the terms specified in the contract.

Rule 9: The contract must be positive. An appropriate contract should not say, "I will not do X, if you will do Y." The terms of the contract should contribute something to the child's experience, rather than take something away from him. Note that often contracts used in the school and in the home are implicitly of a negative type. E.g., "Behave as I tell you" implies "You will not get punished if you behave as I tell you." The outstanding characteristic of negative contracting is that it involves a threat of punishment.

Rule 10: Contracting as a method must be used systematically. Perhaps the most difficult thing to learn about the laws of contingency is that they go on working all the time, whether one pays any attention to them or not. That is to say, these laws do not hold only during arithmetic period or the reading lesson, or only during school hours, for that matter. A reinforcement following a bit of behavior will strengthen that behavior whether or not it occurs during school hours. As one becomes familiar with contingency management procedures one might ask, "What is the payoff for the child?" for almost every behavior requested of the child.

Once contracting has been established as a motivation management procedure, it should be maintained, and care should be taken not to reward undesireable acts. Remember, the best way to eliminate unwanted behaviors is to make certain that they are never reinforced in any way; instead, see to it that in the same situation some other behavior is reinforced, which is itself incompatible with the undesirable behavior.

What is the payoff for the parent or teacher? The parents and teachers now using these rules in their management of child motivation find that children are eager to perform under these conditions. These children do not show the timid or aggressive traits of children performing under duress and coercion. Nor do they exhibit the demanding and "spoiled" characteristics of those who are used to receiving unearned benefits. There is a kind of joy in their activities; they seem to have a feeling of delight in their willing and conscious accomplishment and their well deserved rewards. Observing and participating in this kind of learning is, in turn, the greatest reward teachers or parents can experience.

Contingency Management

Lloyd Homme

Research Department

Westinghouse Learning Corporation

Albuquerque, New Mexico

It takes several years of graduate study to made an operant conditioner. Among other things, the student must learn about operant conditioning apparatus, about stimulus control, about dozens of reinforcement schedules, and combinations of schedules (Ferster & Skinner, 1957), and about how operant conditioners are slightly superior to everyone else.[1] This all takes time, but many people think the time well spent. There is one other class of behaviors the operant conditioner is supposed to learn; how to discover new variables and relationships between variables of which behavior is a function. In other words, he is supposed to learn how to be a scientist.

Most of this behavioral repertoire is not needed by a contingency manager. The realization of this has made it possible repeatedly to show (Allen, Buell, Harris & Wolf, 1964; Ayllen & Michael, 1959; Davison, 1965; and Sulzer, 1962) that a contingency manager (sometimes called a behavioral engineer) can be trained in a very short time--sometimes in a matter of days, or even hours.

That is to say, operant conditioning and contingency management are not the same thing. Contingency management is a crucial bit of technology derived from operant conditioning, not operant conditioning itself. The reason this distinction is important is that there are people in our society--parents, teachers, and so on--who have to deal with tremendous amounts of behavior. They have neither the time nor the inclination to learn operant conditioning, but they welcome a small bit of technology which gives them some control over what is going to happen next in the world of behavior.

The examples in this paper are not taken from conventional classroom situations, but teachers will be able to extrapolate from the simple principle involved (pay for reinforcing events with task behaviors) directly to their classrooms. When they do, they will get into trouble. The assistant principal will want to know what, precisely, the reason is for the teacher's children being out on the playground at 10:15 when recess doesn't even begin until 10:30. (That's when the big hand points to 6, Miss Jones. That's it--10:30--whether your whole class got all their arithmetic problems right or not.)

This project was supported in part by a grant from the Bureau of Education for the Handicapped U.S. Office of Education which is gratefully acknowledged.

Teaching Contingency Management

The central theme in teaching contingency management is a simple and obvious one: The likelihood that behavior will recur depends on its consequence. To teach someone to become a skilled contingency manager, one simply has to teach him to take this fact of life seriously enough to observe that it holds for all behaviors, for all organisms, at all times, and that it is important even in the case of seemingly trivial bits of behavior, on the grounds that larger, more important response classes are built from them. As a matter of fact, it seems to be turning out that the difference between an excellent contingency manager and a not-so-excellent one is a willingness to reinforce approximations early in the game. From the examples of contingency management given below, it is quite clear that things would not have gone so smoothly without the reinforcement of successive approximations to the final behavior the contingency manager wanted.

Finding Reinforcers

The picture most psychologists conjure up when they think of an operant conditioner working with a child is that of an M&M candy dispenser dressed in a white lab coat. Happily, this stereotype, if it ever had any validity, is now quite old fashioned, quite out of date.

The reason for this turn of events may be traced to the impetus given this area by the work of David Premack. This is not the place to review Premack's work; suffice it to say that he and others are finding considerable laboratory support for the elegantly simple notion (Premack, 1965, p. 132): "For any pair of responses, the more probable one will reinforce the less probable one." If the contingency manager takes this principle seriously -- that is to say, literally -- he will have thousands of reinforcers at his disposal where he may have had one or two before.

In the practical application of the Premack principle, one usually doesn't have the time or facilities to define behavior probabilities in terms of relative frequency of occurrence. Thus, the term probability is used in the everyday, nonrigorous sense. Children will often announce, without urging, what their high probability behaviors are at the moment. For example, when a child says, "Let's go for a walk," or "Let's play this game," or when he points to a drawing of a particular event on a menu of reinforcing events (Addison & Homme, 1966), he is informing the contingency manager of what will reinforce at that particular moment. To strengthen a low probability behavior, the contingency manager simply calls for an approximation of it, and then permits a short time for interacting with the reinforcing event.

Some Instances of the Application of Contingency Management with Children

In practice, the contingency manager specifies a series of microcontracts which substantively take the form: "Execute some *amount* of low probability behavior; then you may immediately engage in some high probability behavior for a specified *time*."

The differential probability hypothesis is notable not only for what it says, but for what it does not say. It does not say: "Of any two responses, the more probable one will reinforce the less probable one in middle-class or upper-class children"; it does not say: "...in white children"; it does not say: "...in emotionally nondisturbed children"; it does not say: "...as long as the *S* has not come from a different culture."[2] What is being said is that, as long as the *S* is an organism, the differential probability rule will hold. Happily, as the following examples are intended to illustrate, we seem to be finding this is the case.

Three Normal Middle-Class Three-Year-Olds

Our initial attempt in using the Premack principle proved remarkably effective with three exuberant three-year-olds (Homme, C deBaca, Devine, Steinhorst, & Rickert, 1963). The high probability behaviors used as reinforcers were of the sort generally suppressed by the environment, e.g. running and screaming. The contracts specified by the contingency manager were of the sort, "Sit quietly and watch what I do at the blackboard; then you may run and scream until the timer goes 'Ding'." Although, as it should, the technology employed in this initial attempt now looks crude, there can be little doubt that it was effective.

Two Children of Poverty

There is no dearth of authorities to explain how and why children of the poor ard different. To find out if they obeyed a different set of behavioral laws, staff members of this department sought out two Negro boys, five and six, of poor families. It may be argued that these were not "real" slum kids, since our town does not have slums, but they were at least poor.

What was most striking to us in this pilot project was the speed with which these children from a different culture learned middle-class behaviors. They learned instantly, for example, to knock on a door and inquire, "May I come in?" when entering the reinforcing event area was contingent on this behavior. They cheerfully fulfilled small contracts of the usual sort: "Execute some low probability behavior (Find another letter that looks like this one.), and then you may execute some high probability behavior." We were prepared to find that different high probability behaviors would have to be used to reinforce these children, but this was not the case. The usual program of water colors, crayons (after they were shown how to use them), pushing a castor-equipped chair, and so forth, served to reinforce behaviors very nicely.

Twenty-Three Adolescents

Guidance counselors were used to recruit *Ss* for a study (Homme, 1964) of adolescents who were high school dropouts or judged by their guidance counselors to be potential dropouts. These adolescents had the behaviors usually associated with street kids. They spoke a hip jargon, some of them were discovered to be carrying knives, some of them wore their sun glasses at all times, and so on. The low probability behavior for these *Ss* was getting themselves through programmed intructional material in subjects like arithmetic and reading. Most of the high probability behaviors used to reinforce these were of the conventional sort: time for a break, coffee, smoke, coke, and so on. However, there were some surprises. For some these *Ss*, going through a program in Russian proved to a reliable high probability behavior. When this was discovered, their contracts would take a form like the following: "Do 20 frames of arithmetic; then you may work on Russian for 10 minutes." This does serve to illustrate that one need now know why a high probability behavior exists in order to use it as a reinforcer. My own speculation about why street kids' high probability behavior is learning Russian is that fuzz cannot read messages written in Russian.

The success of the project was mainly in terms of the excellent motivation exhibited by these *Ss*. After the first week, there were zero dropouts, and attendance was virtually perfect. Absences which did occur were all accounted for, and one hundred per cent of them were made up by working extra time. And there were no fights. A generally pleasant emotional atmosphere prevailed, in spite of the fact that these adolescents were of the "hard-to-handle" variety prior to the project.

Four Preschool Indian Children

Indian culture of the southwestern United States has been the subject of intensive and prolonged study. The study has been so intensive and so prolonged that the Indians themselves say that typical Indian family consists of the mother, the father, four children, and an anthropologist.

The ways in which American Indian culture differs from non-Indian American culture are real and interesting enough to be studied in their own right. But cultural differences are often used for scapegoat purposes; they are frequently used to explain the failure of conventional teaching methods.

To test the feasibility of a contingency management system (Homme, 1965a), staff memebers went to an Indian reservation[3] and set up a one-room school with two areas: one area for the execution of low probability behaviors; the other for high probability behaviors. The *Ss* the Governor of the Reservation had picked out for us to work with were the four children judged by him to be the least likely to succeed in school. They had brothers and sisters who had failed or were failing in school, and they were the shiest of all the children on the reservation. The low probability behaviors the contingency managers wanted to strengthen were English vocabulary items (Point to the horse, and say "horse."), and again the high probability behaviors used to reinforce these were quite conventional ones.

In summary, these preschool Indian children acted as though they were organisms. Further, by the time the six-week project was over, they were as noisy and nonshy as children ought to get. They were seen again about a month after conventional school had begun; their behavior was about what it was when we first saw them. Not all changes are lasting ones.

A Five-Year-Old Nontalking Retardate

Five-year-old Diana (IQ about 43) is about the size of a normal three-year-old. When she was first brought to the laboratory, she had a vocabulary of half a dozen words. Among them was the phrase, "What's that?" This phrase served quite reliably to get action from adults, particularly strangers. Unsuspecting staff secretaries, for example, were often heard giving quite complete, technical descriptions of their electric typewriters. The fact that Diana had comprehended nothing of the explanation, of course, did not stop her from repeating the question while pointing her finger in another direction.

Basically, the same contingency management system which worked with bright three-year-olds was quite satisfactory to Diana. The differences were that she was taught to use the menu by getting her to point at some object, gaving the object immediately appear. For example, if she pointed to a piece of candy, a piece of candy was immediately given to her; if she pointed at a ball, a ball was immediately rolled to her, and so on. Those familiar with laboratory procedures (Homme & Klaus, 1962) will recognize this as an instance of magazine training.

The low probability behavior we set out to strengthen was imitation of speech. Starting out with the requirement that one sound be approximated before a reinforcing event occurred, the requirement was gradually shifted upwards until the imitation of ten or so words could be demanded before a minute of reinforcing activity was permitted. With this kind of management, her vocabulary increased to around 200 words. But our chief interest in this project was not to see how much behavior we could install; it was rather to see whether contingency management would be effective in the case of a defective organism. It was.[4]

A Blind Sixteen-Year-Old Inmate of a State Mental Hospital

On first coming into contact with contingency management and the Premack principle, students of behavior usually ask, "How do you find high probability behaviors?" The answer is, "Let the S̲ tell you." The more experience we get in this area, the more we are inclined to think that S̲ will always do this. He may not do it verbally, but he will find a way. The following contingency management interaction is illustrative.

When the contingency manager first saw the S̲, she was sitting quietly on a ward of a state mental hospital. Her chair was against one of the walls, and she was staring straight ahead through sightless eyes, just as she had been doing most her waking hours for the eight years she had been hospitalized. What were her high probability behaviors? There appeared to be none. But when the contingency manager walked over to her and spoke, she indicated what at least one of them was. She seized his hand and smelled the back of it. To condition verbal behavior, the contingency manager simply withheld his hand until some approximation to an acceptable response to the command, "Say X," was executed (where X was some word or phrase). Immediately after the patient verbalized, the contingency manager would give her his hand to smell for a few seconds.

With this kind of management, within an hour, the contingency manager had reinforced sufficiently so that the verbal rate had increased considerably. The hospital's clinical psychologist interne remarked that the patient had never talked so much at one time since she had known her.

Psychotherapy: The Teaching of Self Management of Contingencies

The Premack principle makes no mention of who should manage the contingencies between high and low probability behaviors. This leaves the way open for the possibility of the *S's* managing his own contingencies. Of course, it is assumed that variables which maintain the controlling response (Skinner, 1953) are to be found in the external environment, Another assumption of this kind of psychotherapy is that covert operants, which I have called coverants ('kuh-verants") obey the same laws as overt operants (Homme,1965b; Homme, 1966). Pertinent to the present topic is the pioneering work of Bandura and associates (e.g., Bandura & Kupers, 1964) on self-monitoring and self-reinforcement. How much of this kind of technology can be taught to children is simply unknown at the present time, but the possibility exists that some exciting new developments are in store for those who are willing to experiment.

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Footnotes

1. Lloyd Homme, personal communication, 1966.

2. Obviously, the ommision of such qualifiers has direct relevance to Masling's incisive commens about training of clinical child psychologist (Newsletter, 1964, V, 2).

3. An account of this project is also given in the film, "Teaching English Vocabulary to Preschool Indian Children at the San Felipe Indian Reservation."

4. This project is described in more detail in the film, "Teaching Verbalization by Contingency Management."

TRAINING TEAM RESPONSE FORM

(Check those items which apply)

Date______________________________

Name______________________________

Agency____________________________

Dear Miss Ruleau:

I am aware:

( ) that the conferences will be task oriented,

( ) that we are committing ourselves to implement contingency management in the classroom of the teacher member of our team,

( ) that we are committing ourselves to train three other teachers in our school to do likewise,

( ) and I still want to participate.

Comments, Questions:____

____

____

____

Signature:________________________

Signature of your School Superintendent indicating his approval of your participation in this program (Food, lodging and travel expenses to be provided by the Navajo Education Resource Center).

____

School Superintendent

PRE-TRAINING COMMITMENT

Date: ____________________

Name of Teacher: ____________________

School: ____________________ Phone: ____________________

District: ____________________

Age Range of Students: __________ Special Education Classification: __________

Home Address: ____________________

____________________ Zip Code: _____

As part of my involvement in this training program in Contingency Management, I agree to implement the procedures listed below with all of my students for 20 school days. (Success criteria: At least six students, or total class, for at least 16 school days).

My room will be arranged to include a specific task area and a specific reinforcement area.

A menu (e.g., a list, a poster, a booklet) of available reinforcement activities will be made available to the students.

The students will be involved in selecting the activities for the reinforcement area.

Non-verbal signals will be established for: work in progress, help needed, task completion, and for returning from the reinforcement area to the task area.

A pattern of task/reinforcement cycling will be repeated throughout at least 60% of classroom time:

a) The students will be assigned appropriate task;

b) Upon signal from student that his task is completed, his work will be checked by the teacher or aide for acceptable quality;

c) If the work is completed satisfactorily, the teacher or aide will dismiss the student to the reinforcement area (RE area);

d) Dismissal to reinforcement area will be contingent on task completion rather than passage of time;

e) Upon a pre-arranged signal (e.g., timer bell, light flick, etc.), the students will return to the task area and begin next task.

Signature of Teacher: ____________

(Make two copies: One for teacher and one for training agency).

Navajo Education Resource Center

POST-IMPLEMENTATION TEACHER STATEMENT

Name of Teacher:_______________________ Date:____________________

School District Address:_________________ Number of Students in Class:______________

____

Zip Code

As part of my involvement in this training program in Contingency Management, I implemented the procedures listed below with _____ of my students for _____ school days. (Success criteria: At least six students, or total class, for at least 16 school days).

1. My room was arranged to include a specific task area and a specific reinforcement area.
2. A menu (e.g., a list, a poster, a booklet) of available reinforcement activities was made available to the students.
3. The students were involved in selecting the activities for the reinforcement area.
4. Non-verbal signals were established for: work in progress, help needed, task completion, and for returning from the reinforcement area to the task area.
5. A pattern of task/reinforcement cycling was repeated throughout at least 60% of classroom time:
   a) The students were assigned appropriate task;
   b) Upon signal from student that his task was completed, his work was checked by the teacher or aide for acceptable quality;
   c) If the work was completed statisfactorily, the teacher or aide dismissed the student to the reinforcement area (RE area);
   d) Dismissal to reinforcement area was contingent on task completion rather than passage of time;
   e) Upon a pre-arranged signal (e.g., timer bell, light flick, etc.), the students returned to the task area and began next task.

Further Comments:____

____

____

Signature of Teacher:____________________

(Make two copies: One for teacher and one for training agency).

Navajo Education Resource Center

OBSERVATION CHECKLIST

Date of Observation ____________

Name of Observer ____________

Name of Teacher ____________

Name of School ____________

Address of School ____________

Phone Number of School ____________

Name of School District ____________

Grade Level ________ Special Education Classification ____________

Is a teacher aide assigned to this class? _____ Portion of Day ________

DIRECT OBSERVATIONS

	Yes	No
1. Is room arranged in two areas:		
1) Task Area	( )	( )
2) Reinforcement Area	( )	( )
2. Is a reinforcement event (RE) menu available to the students?	( )	( )
3. Are non-verbal signals for (1) work in progress; (2) help needed; (3) task completed being used:		
-by the student?	( )	( )
-by the teacher?	( )	( )
4. Parts of cycle observed:		
-Student is assigned task?	( )	( )
-Student signals completion of task?	( )	( )
-Upon signal from student, teacher (or aide) checks student's work?	( )	( )
-Teacher (or aide) dismisses student to reinforcement area (RE Area)?	( )	( )
-Student goes to reinforcement area?	( )	( )
-On non-verbal signal, the student returns to task area and begins next task?	( )	( )

Comments of Observer: ____________

____

Signature of Observer: ____________

Title of Observer: ____________

Make two copies: One for teacher and one for IMCSE.

Navajo Education Resource Center

OBSERVATION GUIDE

1. a. Task Area - functionally separate arrangement of furniture used by students for working on academic or other assignments made by the teacher.

b. Reinforcement Area - area(s) where children go after completion of assignment to engage in self-chosen reward activities. Separation may be made physically by divider, such as cabinets or bookshelves or may be a less definite (invisible line) according to function of the two areas.

2. RE Menu - a list of activities or privileges from which the children can choose for their FREE TIME. May be posted as a chart, on blackboard or available as a handout to each child.

3. Signals -

a. desk signals - work in progress; help needed; task completed; raised hands.

b. signals for return to task area - bells, lights, timer.

Non-verbal means it does not involve spoken statements, such as "Now it is time to return to the task area."

4. Cycles - an amount of time (from 15-30 minutes in length) which is divided into 2 parts: first a task portion and then a reward portion. Upon completion of the assigned task, student is excused to participate in a self-chosen reward.

EXAMPLE-

A 20 minute cycle may be divided into 10 minutes for task completion and 10 minutes for reward activity. At end of 20 minutes, children are signaled back to begin a new 20 minute task/reward cycle.

SCREENING LETTER CHECKLIST

GENERAL CONSIDERATIONS

- To be mailed only to those who have replied to the initial letter.
- Allow one month between mailing and deadline.
- Include a detailed list of project objectives.
- Include an individual response form.

SCREENING LETTER

SHOULD CONTAIN:

- Exact date and site of the training conference.
- Information on the activities and objectives of the training conference.
- Spell out the nature of the Change Agent Teams commitment to train and facilitate the implementation of six (6) other teachers.
- Information on the activities and objectives of the Spread of Effect Conference.
- Information on what expenses the Change Agent Team's district might bear. EXAMPLE: Substitute pay for time away from the district.
- Include date that teams will be notified whether or not they were selected to take part in the project.

RESPONSIBILITIES OF THE TEAM AND THE IMCSE

Responsibilities of the training team:

1.0 To bring to the idea Diffusion Conference, January 14-17 1973 a team from your district composed of the following persons:

- 1.1 A special education teacher
- 1.2 A psychologist or pupil personnel worker
- 1.3 An administrator

The psychologist and/or the administrator should have consulting or supervising responsibility for a minimum of 14 special education teachers and/or regular education teachers who have at least one child with an identifiable learning handicap.

2.0 To implement Contingency Management in the classroom of the teacher member of your team immediately following the January Conference.

3.0 To select and train six special education teachers and/or regular education teachers who have at least one child with an identifiable learning handicap to implement Contingency Management in their classrooms. The implementations are to be effected by March 1, 1973.

4.0 To facilitate and assist in evaluating implementation of Contingency Management in the classrooms of the teachers trained by the team.

5.0 To participate in a Spread-of-Effect Conference, April 8-10, 1973.

6.0 To send originals of the following evaluation data to IMCSE:

- 6.1 Completed Pre-Training Commitments for each of the teachers involved in the training by February 1, 1973.
- 6.2 Completed Pre-Training Observation checklists for each of the classrooms of teachers involved in training by February 1, 1973.

6.3 Completed Post-Implementation Teacher Statements. (To be filled out by the teachers four weeks after beginning implementation), by April 1, 1973.

6.4 Completed Post-Implementation Observation Checklists by May 15, 1973.

Responsibilities of IMCSE:

1.0 To hold an Idea Diffusion Conference, January 7-10, 1973 to prepare the teams to implement and train others to implement Contingency Management in the classroom.

2.0 To hold a Spread-of-Effect Conference, April 8-10, 1973 to facilitate the sharing of ideas, problems, solutions, suggestions, etc.

3.0 To cover the cost of food, lodgings, and transportation to and from both conferences.

4.0 Provide up to two days of consultant help in your district.

5.0 Telephone contact available.

6.0 Supply evaluation materials and masters of task sheets and handouts.

NAVAJO EDUCATION RESOURCE CENTER

Programs for Handicapped Children
P.O. Box 275
Many Farms, Arizona 86503

CONTINGENCY MANAGEMENT - TRAINING SESSION

Reporting Session
May 13-14, 1974
Flagstaff, Arizona

Monday, May 13.

12:00-1:00	Check in, Lunch
1:30-1:45	Welcome, Instructions (L)
1:45-2:30	Communication Activities (L)
2:30-2:45	Coffee
2:45-3:45	Evaluation of Diffusion Model
3:45-4:30	Role Group Interaction
6:30-8:00	Awards Dinner

Tuesday, May, 14.

8:30-8:45	Set up for presentations
8:45-9:15	Presentations: Tuba City Boarding School
9:15-9:45	Teec Nos Boarding School
9:45-10:15	Chinle Boarding School
10:15-10:30	Coffee Break
10:30-11:00	Leupp Boarding School
11:00-11:30	Chuska Boarding School
11:30	Project Summation

IV. TRAINING SESSION

EARLY CHILDHOOD IDENTIFICATION OF HANDICAPPED

The need for early identification of children who will become handicapped learners is as apparent with Navajo children as with any other ethnic group.

To assure detection of low skill areas which may develop into learning problems it is necessary to prepare teachers of entry level classes to recognize problems in their early stages. On the Navajo Reservation, early childhood classes in BIA schools will refer to beginners and first grade classes.

The initial effort to develop awareness of the need for early detection of learning problems was done through a training session of forty teachers from classes described above.

The teachers were sensitized to the nature of learning problems through selected motion pictures. They were taught how to quantify child performance by using selected commercial measuring instruments approved for teacher use.

For four days the teachers participated in large and small group activities as they developed skills in detecting conditons associated with learning difficulties and methods of determining the intensity of the problem.

In this brief period, little time was spent in prescriptive activities or methods to be used as specific remediation activities. This was not the original objective nor was there available time. However, it is recommended that this be the follow-up topic for this group of teachers.

Assessment instruments that the teachers were instructed with were: Peabody Picture Vocabulary Test, Peabody Individual Achievement Test, Key Math Inventory, Valett Developmental Scale, and Perdue

Perceptual Motor Inventory. Sessions were also conducted with the Weschler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities to illustrate their relevance and role in child assessment.

The following are objectives and rationale of the Training Session.

EARLY CHILDHOOD IDENTIFICATION OF HANDICAPPED

Objective:

To sensitize teachers to the existence and presence of handicapped children in regular classrooms in order that three things occur:

1. They will search out and find children with learning problems.*
2. They will accurately identify the problems.
3. They will adjust their teaching styles to accommodate the child with different learning styles.

*different rates and styles of learning.

Understand the problem--and then adjust the learning experience. Englemann (1967) called attention to the need for expressing learning deficiencies to the teachers in such a way that the deficiencies have meaning in terms of anticipating correction through *specific* educational experiences.*

The communication process between diagnostician and teacher is not effective. Fine (1970) expounded on the inability of even expert diagnosticians to agree among themselves on a common set of terminology, thereby further inhibiting the communications process between themselves and the classroom teachers.

Teachers can accurately identify learning problems. Myklebust (1971) who developed an instrument for the detection of learning problems in the third and fourth grades, reported that his investigation showed that classroom teachers can detect and properly classify learning disabled children and thereby replace the psychologist as the *initial* diagnostician.

The evaluation should change the teaching approach. Lovitt (1971) in describing his proposed method of assessment of children with learning problems, stated that, "the end product of an evaluation should be to present to the referring agent (teacher) information that can be immediately transmitted into programming procedures, (classroom lessons)."

Diagnosis by direct observation leads to more direct remediation. Lovitt (1971) also emphasized that when diagnosis and treatment are based on direct observations of classroom behavior time is spent in treatment of explicit behavior rather than what is frequently a fruitless search for parallel and unrevealed behaviors.

Teachers can compile individual behavior analysis. Haring and Ridgway (1967) studied 31 variables used in screening children for learning disorders and concluded -- "it appears that individual behavior analysis done by teachers may prove to be a more effective procedure than group testing in identification.

The Functions of Diagnosis

1. To help the classroom teacher identify children with learning problems.

Identify the Child

2. To help the classroom teacher indicate more readily, the specific aspects of the school problem requiring attention.

Identify the Specific Problems

3. To permit the classroom teacher, or receiving specialist, to address himself more efficiently to the resolution of the specific school problem as observed in its natural surroundings.

Identify the Resolution

4. Re-developing strategies by instruction can be focused on learning deficits in order that the identified problems can be minimized.

CHAPTER VII

BUDGET

BUDGET

Salaries		
BIA Resource Coordinator (GS-12)	$16,682	
Secretary (GS-04)	6,882	
		$23,564
Employee Benefits (9%)		2,121
Indirect Costs (9.5%)		2,440
Supplies & Materials		2,000
Office Supplies		
Postage		
Telephone		
Xerox		
Travel		
Project Director	6,000	
Regional Adv. Committee	2,000	
SWRRC Consultants	2,000	
		10,000
Contracted Services		
Printing	4,000	
Computer Services	3,000	
		7,000
Consultation Services		3,000
TOTAL		$50,125

CHAPTER VIII

MONTHLY PROGRESS REPORTS AND OBJECTIVES

SOUTHWEST REGIONAL RESOURCE UNIT

Programs for Handicapped Children
Navajo Division
P.O. Box 275
Many Farms, Arizona

PROGRESS REPORT
August, 1973

ACTIVITY LOG:

8/20 Conferences, BIA Office, Albuquerque.

Bob Hall, Max Harriger, George Holt, Frank Hall.

Conferences, Planning Sessions.
ONEO Headstart Staff Orientation Workshops.

Richard Petre, Barbara Waters, Donna Guilliams, Elizabeth Murphy.

8/21 Conference and Planning Sessions, Window Rock.
Laurine Ruleau, Education Specialist, Navajo Area Office.
Establish Contact with Abraham I. Tucker, Deputy Assistant Area Director.

8/22 Attend Early Childhood Education Planning Meeting, Chinle Agency.
Participants:
- Harold King, Prinipal
- Bessie Amiri, Teacher
- Jean Combs, Principal
- Robert LeFlores, Acting Education Program Director
- Winton Darrow, Social Services Office
- Beaulah Pittman, Teacher
- Ray McGilbary, Principal
- Laurine Ruleau, Education Specialist
- George Holt, BIA Program Developer

8/23 Participate in Planning Session for Proposal for Deaf/Blind Services. Visit Facilities for Trainable Handicapped program, Leupp, Arizona.

Participants:

- Kirby Jackson, School Superintendent, Tuba City
- Dollye Lawsons, Teacher
- Mrs. Studebaker, Teacher
- Lyle Vice, Principal
- Jim Lepich, Professor, N. Ariz. Univ.
- Bill Blea, Program Coordinator, Deaf/Blind Institute, Sacramento, Calif.
- Laurine Ruleau, Education Specialist
- George Holt, BIA Program Developer

8/27 Participate in 2 Training Sessions, ONEO Headstart Staff, Shiprock Agency. Seventy aides, teachers, bus drivers.

Eugene Gueritl, Agency Principal
Arnold Yazzie, Child Development Specialist

Training team consisted of: Barbara Walters, SWRRC, Rudy Lujan, SWRRC, and Roland Caster, BIA coordinator.

8/28 Participate in 2 Training Sessions, ONEO Headstart Staff. Crownpoint, Eastern Navajo Agency. Seventy-three aides, teachers, and bus drivers. Interpretors were: Mary BeGaye, teacher, and Amos, Slcan, Social Services Office.

Donna Cousins, Agency Headstart Principal
Jay DeGroat, Child Development Specialist

Training Team, same.

8/30 Conduct Training Session, ONEO Headstart Staff, Many Frams Junior High School, Chinle Agency, Twenty-seven aides, teachers, bus drivers.

Bill Dalton, Acting Headstart Principal.

8/31 Attend Adminstrative meeting for Chinle Agency Staff.

Participants:

- Paul Hand, Agency Superintendent
- Cleveland Miller, Chinle Administrative Staff
- Robert LeFlores, Acting Educ. Program Dir.
- Rex Meyer, Director Plant Management
- John Stevenson, Principal
- Rebecca Dotson
- Edwin Charley
- Orna Frazier
- Marvin Puckett, Special Project Administrator
- Harold King, Principal
- Jean Coombs, Principal
- Ray Ferguson, Many Farms High School
- Glenn Harris, Principal
- Mr. Griffiths, Many Farms High School
- Ray Mc Gilbary, Principal
- Lonnie Farmer, Title I Director, Nazlini

SOUTHWEST REGIONAL RESOURCE UNIT
Programs for Handicapped Children
Navajo Division
P.O. Box 275
Many Farms, Arizona 86503

October 1, 1973

PROGRESS REPORT
September 1973

OBJECTIVES FOR SEPTEMBER

Establish office, arrange for space, equipment, supplies, communication service.

Conduct on-site-visits to existing Special Education units.

Hire Secretary.

Meet area educators and establish communications.

Develop plans for implementation of objectives.

ACTIVITY LOG

Conference with Instructional Supervisor, Olieta Wilson and Lorraine Ruleau, Many Farms Junior High, Title I Special Project.

Attend area Superintendents meeting.

Set up evaluation activities, Teec Nos Pos.

Attend planning session for training workshops ONEO in Albuquerque.

Conference, Dillon Platero.

Planning Session with Ernest Ingraham, Ft. Defiance.

Conduct site visits to:
- St. Michaels Elementary and Secondary
- Chinle Boarding School
- Teec Nos Pos Boarding School
- Greasewood Boarding School
- Many Farms High School Boarding School

NARRATIVE

Office space has been designated and occupied. All furniture requested has been provided except secretarial desk and electric typewriter. Electric typewriter will be rented from office funds and desk will be provided next month. Telephone and mail service established. Materials and supplies on order. Secretary hired.

Planning meeting with ONEO Headstart program staff will bring about staff training sessions in area of handicapped child. It is anticipated that this office will become directly involved in some of those activities.

Planning session with Ernest Ingraham, Ft. Defiance Agency, resulted in a scheduled in-service training session by this director with Special teachers, Aides, and Counselors of that agency. There is a request to provide follow-up assistance on a regular basis. No commitments have been made pending determination of availability of outside assistance from IMC personnel. Project funds provide for some consultant services and can be utilized here in part.

Planning session with Teec Nos Pos staff as result of request for testing services. Arrangements are being made to fill this request.

Site visits were conducted in five schools including conferences with staff and administrators. Definite needs as well as strengths were observed and consultant assistance offered. Traveling to date has been centered in the Shiprock, Ft. Defiance, Chinle Agencies. Concentration on Leupp-Tuba City Agencies should be done in October.

Site visits bring attention to units that can benefit from immediate and direct assistance. Such assistance will likely be necessary before units begin functioning as special instructional units. There will be significant need to provide direct and probably individual assistance to some of these instructional personnel. At this time, this regional office is not tooled-up for such intensive service. It was also apparent that some classroom units were functioning as efficiently or more so than comparable classrooms across the country.

Site visits have thus far revealed:

Diverse evaluation procedures, sometimes practically total absence of formal evaluation.

Broad range of students placed in classes, meeting instructional needs of students becomes quite a task for the teacher.

Need for standards for programs defining types of programs, goals/objectives, philosophy, placement procedures, evaluation, enrollment, inclusion and exclusion criteria, class organization procedures, funding criteria and schema, and base line instructional material needs.

Different interpretation, from Agency to Agency, on level of enrollment in Resource Room programs as dictated by Title I approval committee. Some Resource Room programs are attempting to struggle with 52 students while others cut off at 30. A suggested approach would be to include a Special Education person in the Title Committee or refer all Special Education proposals to the Area Special Education office for final revision and approval.

Meeting with Area Superintendents resulted in request from them for Regional Office program narrative defining areas of assistance and service. This is being accomplished.

PROPOSAL OBJECTIVES

Non-approval of the IMC component of this Regional Office plan will eliminate that program objective or call for a different design based on services that can be obtained from Greeley, California, or Utah IMC units.

In conferences, the preliminary survey has broached to stimulate input as well as interest.

All questioned related to previous survey/census activities but were unaware of results or where information was submitted. It is suggested that this objective be looked at in detail in light of non-labeling thrust and categories to be included, criteria for category inclusion, documentation for inclusion in category, procedures recommended for number estimation, and possibly source of funding where additional personnel might be needed.

Plans are noe operative for model program identification and information dissemination processes. Through cooperation with Lorraine Ruleau, a committee of Area Special Educators has been appointed to design and draft an illustrated manual that will deal with all phases of the establishment of services via the Resource Room concept. The Greasewood and Chinle elementary rooms will serve as visible models while a Professional staff photographer based at Greaswood will provide colored photographs that will illustrate every concept emphasized in the manual. This Resource Director will chair the organizational meetings which will be conducted bi-monthly.

OBJECTIVES FOR OCTOBER:

Participate in contractual activites for establishment of Deaf/Blind work at Leupp.

Conduct on-site visits at Leupp-Tuba City Agencies.

Conduct Resource Committee sessions.

Conduct workshop, Ft. Defiance.

Assist student evaluation activites Teec Nos Pos.

Establish communication with Arizona State Department of Education, Special Education Office and ultimately public schools on reservation.

Establish communications with Social Services Agencies and Vocational Rehabilitation offices.

SOUTHWEST REGIONAL RESOURCE UNIT
Programs for Handicapped Children
Navajo Division
P. O. Box 275
Many Farms, Arizona 86503

November 14, 1974

PROGRESS REPORT
October 1973

OBJECTIVES FOR OCTOBER:

Participate in contractual activities for establishment of Deaf/Blind work at Leupp.

Conduct on-site visits at Leupp-Tuba City Agencies.

Conduct Resource Committee sessions.

Conduct workshop, Ft. Defiance.

Assist student evaluation and activities Teec Nos Pos.

Establish communication with Arizona State Department of Education, Special Education Office and ultimately public schools on reservation.

Establish communications with Social Services Agencies and Vocational Rehabilitation offices.

ACTIVITY LOG:

Conduct workshop with Ft. Defiance Agency Special teachers and counselors.

Conduct evaluation activities at Teec Nos Pos, plan training sessions with Teacher Corp Administration.

Establish communications with Kennedy Foundation project at Navajo Community College. Coordinate field projects.

Finalize contract with Northern Arizona University for Deaf/Blind Services: Phase I, 1973-1974.

Conduct Resource Room Committee meeting, Greasewood.

Develop plans and commitment of services for Headstart workshops to be conducted November 19-20, and December 4-6.

Establish communication lines with Navajo Health Authority and Ft. Defiance Mental Health Services.

Conduct staff conference at Many Farms High School.

Conference with Southwest Regional Resource Center.

Conduct site visits to:

Toyei Boarding School
Kayenta Boarding School
St. Michaels School for Handicapped Children

Set up conference with Dr. John Potts, Director of Special Education, Arizona Department of Education.

NARRATIVE:

Through conferences with Dr. John Potts and Dr. Richard Petre it was learned that the Arizona Department of Special Education will conduct an incidence study in the Arizona Public Schools similar to the design used by New Mexico. Through future meetings with Dr. Potts the number of Navajo students to be sampled will be determined. If a statistically significant number of Navajo students are to be used in the sample, this Resource Center should become involved and negotiate for the Navajo results to be pulled from the sample for use with reservation planning and projections.

This information would assist in the objective for a preliminary needs survey. This will also assist in developing the objective for a design for future services.

On-site visits continue to reveal vital information relevant to the status of programs as pertaining to physical properties, student placement and services, and local philosophy.

The first meeting of the Resource Room Committee was conducted and is generating positive feedback. This committee will provide the vehicle for the development of "diagnostic/prescriptive" "resource room" structure. They will design the components, chart the organizational strategies and produce a finished product that should be appropriate for widespread distribution. This is an activity of the model room objective.

The Search component of the Deaf/Blind program was finalized with the contractual negotiations of October 15-18. Ten case finding aides and a project director will be employed by Northern Arizona University to begin January 1, a house to house search for qualifying children.

Beginning in November the second phase of the project will be written and negotiated by Northern Arizona University staff, the Director of Special Education, Navajo Area Office, and the Director of the BIA Resource Center. This phase will design the education service for the anticipated 7-9 children.

Continued service is being rendered to the ONEO Headstart program. It is felt that the headstart administration is making a significant effort to comply with the new Federal regulations and making appropriate use of existing resource including the BIA Resource Center.

OBJECTIVES FOR NOVEMBER:

Confer with Consultants to determine what services can be provided to the Reservation area.

Develop plans for interaction with State Department of Special Education Incidence Study.

Assist in Headstart workshop for staff training.

Finalize Phase II of Deaf/Blind Proposal.

Develop package for use in community education efforts with Navajo Community College personnel to be presented in tribal council meetings.

SOUTHWEST REGIONAL RESOURCE UNIT
Programs for Handicapped Children
Navajo Division
P.O. Box 275
Many Farms, Arizona 86503

December 12, 1973

PROGRESS REPORT
November 1973

OBJECTIVES FOR NOVEMBER:

Confer with Consultants to determine what services can be provided to the Reservation area.

Develop plans for interaction with State Department of Special Education Incidence Study.

Assist in Headstart workshop for staff training.

Finalize Phase II of Deaf/Blind Proposal.

Develop package for use in community education efforts with Navajo Community College personnel to be presented in tribal council meetings.

ACTIVITY LOG:

Team visit (Sam Barrone, Gordon Gunderson, George Holt, Laurine Ruleau) to programs at Kayenta, Leupp, and conference with Dr. Sam Bliss, Flagstaff.

Conference with BIA Central Office staff, Albuquerques, (Max Harriger, Frank Hall) and consultants (Norm Jensen, Dave Passorell, Jenean Matney, and Bruce Weston) to explore services to reservation area.

Conduct on-reservation tour with consultants and specify types of consultant service input.

Attend PSIP Training Package workshop, Dr. Larry Holcomb.

Meet with Arizona Special Education State Office staff (Dr. J. Potts, Karen Davis), explore Navajo inclusion in

State incidence study.

Assist workshop presentation, Headstart, ONEO at Ft. Defiance. Sessions conducted by Dr. Keith Auger.

Conferences with Abe Tucker, Laurine Ruleau relevant to BIA involvement with State Incidence study.

Conferences with Navajo Education Agency relevant to participation in State Incidence study.

Develop design for Navajo incidence study with Navajo Education Agency.

Finalize Phase II (program component) of Deaf/Blind proposal with Northern Arizona University staff.

Conduct workshop session with Ft. Defiance special staff and counselors at Tohatchi.

Demonstration of Talking Page unit in classroom activity, Toyei Boarding School.

Submit proposal to IMCSE, Los Angeles to become affiliated as an associate center.

Site Visits:

Kayenta Boarding School
St. Michaels School for Handicapped
Crownpoint Boarding School
Tohatchi Boarding School
Many Farms Elementary Public School
Kinlechee Boarding School
Leupp Boarding School

NARRATIVE:

Highlights of the month center around three principal activities; meeting with consultants, state incidence study, and Headstart workshop.

The meeting with the four consultants opened many avenues of service designs that can be developed in reservation schools. While no immediate manpower was committed on behalf of the consultants at this time, it is expected that some can be generated from them during the spring time - frame when specific training activities are scheduled.

Some of the recommendations made by the consultants which can be readily implemented in this network design are: "Change Agent Model" for teacher training, PSIP training package, Associate IMC affiliation, structural design for network service centers, and Performance Service Contract.

The State Department of Education, Division of Special Education has designed the incidence study primarily around Pima county. Navajo was not included but would be welcome as data for a part of the Indian sample. Dr. John Potts would want a sample from BIA and public schools. He controls the participation of public schools and BIA Administration has pledged support if adequate personnel, money and coordination can be generated.

The full responsibility of securing the necessary personnel (test administrators, speech therapists, and home interviewers), money, training, and coordination would rest on this Resource Center.
This activity coupled with increasing requests for service from teachers, BIA Area Office requests, planned training sessions, development of model activities and realization of original objectives, all seem to present a weighty work load that may be impossible to achieve in one year with one person.

The workshop conducted by ONEO Headstart suffered from poor design, lack of coordination, and an inappropriately

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selected speaker. The Resource Center was not involved in the planning of the session. This director was asked to assist as an implementor. Such future requests will be honored only if the Resource Center designs the training sessions.

With the selection of a new Headstart Administrator Office it is anticipated that the ONEO will call upon this Center to design and implement future training sessions.

OBJECTIVES FOR DECEMBER:

Make presentation at Advisory Board meeting December 4 & 5.

Attend training sessions with Systems Fore Retrieval Approach.

Conduct Resource Room Committee meeting.

Conduct student evaluation sessions.

Participate in site visits: Toyei, Kinlechee, Teec Nos Pos, Nenahnezad, Shiprock, Greasewood.

Finalize Plans for Incidence Study.

Set up spring training sessions.

SOUTHWEST REGIONAL RESOURCE UNIT
Programs for Handicapped Children
Navajo Division
P.O. Box 275
Many Farms, Arizona 86503

February 8, 1974

PROGRESS REPORT
January 1974

OBJECTIVES FOR JANUARY:

Confer with Consultants to determine what services can be provided to the Reservation area.

Develop plans for interaction with State Department of Special Education Incidence Study.

Assist in Headstart workshop for staff training.

Finalize Phase II of Deaf/Blind Proposal.

Develop package for use in community education efforts with Navajo Community College personnel to be presented to tribal council meetings.

ACTIVITY LOG:

1. State Prevalence Survey - Arizona Public Schools.

January 21, I met with Karen Davis in Tuscon to coordinate plans to include the sample of Navajo students in the total state configuration. Sixty students will be randomly selected from five BIA schools and five public schools. They will be evaluated with Jane Mercer's Pluralistic Assessment scheme which includes 73 revision of Wisc, Metro '70 Arithmetic and Reading, Language and Speech Inventory, parts of Perdue Perceptual Motor and Bender-Gestalt, Parent home interview, Health Inventory, Social Modality Index, and Adaptive Behavior Inventory. Materials were picked up at this time and are currently being stored at the Resource Center Office.

Personnel selected to conduct Survey will be five psychometrists, 3 psychometric technicians, 2 Speech Therapists, and 12 Navajo home interviewers.

2. Development of Resource Center plan.

   January 16 and 17 were spent in planning sessions with Jeanean Matney from Colorado Department of Education. A tentative structure was devised and a service model formulated.

   January 31 and February 1 was spent in adapting this developed structure to RRC and LRC specifications with Dr. Robert Hall and Max Harriger in the Albuquerque office. A session with James Everett, UNM, was conducted.

3. Headstart Training Session - January 29 and 30.

   The BIA Resource Office assisted in the planning and financing of a training session whereby 25 Navajo Headstart teachers participated in meetings where identification and recognition of handicapped children was stressed.

   Planning sessions with Activity Director, Leslie Goodluck were conducted January 14 and 23. Facilities were made available at the El Rancho Motel in Gallup through Resource Center funds.

   Actual sessions were conducted January 29 and 30.

4. BIA Training Session - March 4-7, Contingency Management.

   Planning sessions were conducted with Bruce Weston, Laurine Ruleau, Helen Zongolowich in Window Rock January 29. Classrooms of team facilitators, Helen Kanyid and Nancy Hyatt of Greasewood, were visited and teachers were interviewed.

   Training session will accommodate six, three member teams from representative areas of Navajo Reservation area who will commit themselves to implement the program in their classrooms for not less than 21 days and who will train at least three other teachers on their staffs to use the C. M. Model.

   Session will be conducted in Flagstaff.

5. Consultative Resource Services.

   The Tuba City Boarding School requested a week's service to evaluate the present program, make recommendations and assist in designing three Resource Rooms to be formed in SY 1974-75.

This activity was conducted January 7-11. Reception was outstanding and staff exhibited enthusiasm at thrust that de-emphasized self-contained approaches and provided mainstream services.

Spin - off result of effort was persuasion to develop local diagnostic and testing team for student diagnosis. Past expenditure of $5,000 per annum was made to University of Northern Colorado for testing services. This sum can be directed toward student services in addition to a more comprehensive service being offered to staff and students.

Resource Center will follow-up first training steps in February and provide supportive services for this activity as well as the development of Resource Room services.

The Toyei Boarding School requested assistance in designing the Special Education Program for SY 1974-1975. The Resource Center complied by assisting to word and draft a Title I proposal providing funding for two integrated units for Moderately Handicapped and 1 Resource unit for Mildly Handicapped students.

This school was also encouraged to develop local diagnostic testing team and it is felt that this will be accomplished. Presently $3,000 per annum is being expended for outside testing services.

6. Resource Room Committee

January Activities carried out by mail whereby revisions were sent to committee members who contributed their thoughts and returned suggestions to Resource office where compilations will be prepared for February Meetings.

SITE VISITS MADE:

Tuba City Boarding School
Toyei Boarding School
Greasewood Boarding School
Ft. Defiance Headtsart

OBJECTIVES FOR FEBRUARY:

1. Conduct 2 meeting with Resource Room Committee.
2. Participate with Area BIA office in first line supervisor's meeting in five Navajo agencies.
3. Make final arrangements for training session - BIA Contingency Management.
4. Conduct training session in Tuba City for two psychometric technicians.
5. Attend National Learning Disabilities Conference in Houston.

SOUTHWEST REGIONAL RESOURCE UNIT
Programs for Handicapped Children
Navajo Division
P.O. Box 275

January 8, 1974

PROGRESS REPORT
December 1973

OBJECTIVES FOR DECEMBER:

Confer with Consultants to determine what services can be provided to the Reservation area.

Develop plans for interaction with State Department of Special Education Incidence Study.

Assist in Headstart workshop for staff training.

Finalize Phase II of Deaf/Blind Proposal.

Develop package for use in community education efforts with Navajo Community College personnel to be presented in tribal council meetings.

ACTIVITY LOG:

Participate in Title VI Advisory Committee meeting, Albuquerque, December 4 & 5.

Conduct individual teacher training session at Toyei, and plan proposal development session for January.

Training session with Bruce Weston on "Change Agent Model" teacher training approach.

Planning session for two training sessions to be conducted by Mr. Weston and staff; Headstart, January 28-30, BIA mid-March.

Training session with Bruce Weston on "Systems Fore" retrieval, assessment, and instructional system in St. Johns, Arizona.

Conduct second Resource Room Committee work session, Greasewood, Arizona.

Student evaluation sessions conducted at Teec Nos Pos.

Redesign Incidence Study Activities and coordinate with Arizona Department of Special Education.

Site Visits:

Toyei Boarding School
Kinlechee Boarding School
Many Farms Jr. and Sr. High Boarding Schools
Greasewood Boarding School
Teec Nos Pos Boarding School
Nenahnsezad Boarding School

NARRATIVE:

After building a budget for the State Incidence Study and seeking out the personnel necessary to conduct this activity it was felt that both financial and personnel resources were not in sufficient supply to conduct a study for 150 students.

This was discussed with the Advisory Committee and their opinions and advice were requested. The recommendation from that committee was to reduce the sample number to the size that could be accommodated with existing resources. It was felt that inclusion of Navajo sample in the state plan was important regardless of sample size.

In conference with State Planning personnel for the State Incidence Study, it was agreed to use a sample group of 60 students selected equally from grades 1, 3, and 5. This was done to get a large enough sample from each grade level to be significant enough to include in their total design.

A more comprehensive study can be conducted in the Fall of 1974. Planning with the Navajo Education Office has resulted in their submitting a Title IV request for $11,000.00 to finance a more elaborate sample study.

Training sessions have been arranged for Headstart activities which will use direct service from Bruce Weston under Technical Assistance arrangements. Tentative dates are January 28-30. Participants will be Principals, Child Development Specialists, and Home Coordinators. Objective is to lead participants to plan and develop own future training sessions.

Training sessions for BIA personnel have been developed and are scheduled for mid-March. Participants will be six teams, of three members each, screened and selected from different geographical areas of the reservation.

The team will consist of teacher supervisor, special teacher, and aide. Upon completion of the training session of 3½ days initially and one day follow-up, the team will be prepared to conduct similiar training sessions within their areas. Topic of training is Contingency Management.

The trainors for this March session will be a team from Greasewood Boarding School who were trained last spring in Los Angeles in similar sessions conducted by Mr. Weston.

Mr. Weston will oversee entire training session and arrangements for Technical Assistance time will need to be concluded.

Approval for Associate IMC status was anticipated December 12, but meeting of approval committee was rescheduled for the week of January 14.

Development of model program design and publication continues on schedule with second committee meeting conducted in Greasewood. Interesting spinoff effect of committee meetings is that some personnel are experiencing a training or educational impact as group is being taken in step by step approach to design development. This is evidenced by their letters, comments, and home initiated research and study.

In conclusion, it is felt the Resource Center is getting significant exposure on reservation. The Director was in the office six days in October, two days in November, two days in December, and in field related activities the remainder of the time.

It is possible that funds for an additional staff member might be available for the spring time span. This would significantly expand the Center impact on the reservation.

An interesting development has been the request from two Boarding Schools to evaluate their special programs and help design the programs for next year's proposal requests. This will be conducted in January.

OBJECTIVES FOR JANUARY:

Design programs for Toyei Boarding School and assist proposal writing.

Evaluate Tuba City Special program and assist proposal writing for new Resource Rooms to be added. (one week requested)

Conduct Training Session for Headstart personnel.

Planning Session with State Department of Special Education Personnel for State Incidence Study. Psychometrist training sessions, Tucson.

NAVAJO EDUCATION RESOURCE CENTER
Programs for Handicapped Children
Navajo Division
P. O. Box 275
Many Farms, Arizona 86503

March 12, 1974

PROGRESS REPORT
February 1974

OBJECTIVES FOR FEBRUARY:

Conduct two meetings with Resource Room Committee.

Participate with Area BIA office in first line Supervisor's meeting in five Navajo agencies.

Make final arrangements for training session - BIA Contingency Management.

Conduct training session in Tuba City for two psychometric technicians.

Attend National Learning Disabilities Conference in Houston, Texas.

ACTIVITY LOG:

Tuba City - Two day evaluator training session. Two staff members received initial training in child diagnosis activities in preparation to handling all their own psycho-educational needs for SY 1974-1975. Follow-up training will be conducted in March and April. Trainees have made committment to enroll in Individual Tests and Measurements course in summer.

St. Michaels' School for Handicapped - Coordination activities with Director, Sister Mary Jane. Services of Speech Therapist will be contributed to Prevalence Study to be conducted in April.

St. Michaels' Parochial School - Coordination activities with Director, Sister Dolores. Services of Sister Dolores as Psychometrist in Prevalence Study arranged, if needed.

Resource Room Committee Meetings - Committee divided into two groups, Western Area and Eastern Area, to reduce number of miles traveled by committee members. One session conducted in Chinle, one in Chuska.

First Line Supervisors meetings attended in five agencies at Wingate High School, Nenahnezad, Tuba City, Pinon, Hunters Point. Presentation made on recommended student evaluation procedures, referral process and student selection activities for Special Class services.

Greasewood - Planning session for Contingency Management conference. Set up photographic plan for Resource Room monograph illustrations.

Conference - Tribal Education Agency. Planning and involvement with Prevalence Study. Agency will commit services of six home interviewers for Pluralistic assessment.

Conference - Public Health Services. Planning and involvement with Prevalence Study. Psychometric services will be contributed in student evaluation activities.

ACLD conference, Houston - Sessions attended February 27 - March 1.

NARRATIVE:

Contingency Management Training Sessions

Final arrangement made for session. Six teams selected from five agencies on Navajo Reservation. Teams consist of administrator, teacher and teacher aide. Training team consists of a teacher supervisor, two teachers, one aide (Navajo). Bruce Weston and Laurine Ruleau will function as consultants.

Resource Room Monograph

Outline completed for monograph. Due to heavy schedules of committee members, outline sent to writer to arrange in complete form. Committee will review written document for final revision before copy submitted to printing agency. Use of established diagnostic - prescriptive resource room at Greasewood as a model has proven very successful. Many visitors have made in-room visits in preparation of establishing units in their schools for SY 1974-1975. Visitors have also been scheduled for visits to the alternate model room at Chinle. Travel distance has made this room less available for visitation.

Through the influence of the Resource Room Committee, first line Supervisor meetings, personal on-site visits, and information sharing activities, a number of new units are planned for the coming school year. Requests for assistance in preparing Title I proposals for Resource Rooms are received in the center with increasing frequency.

Status of Associate IMC Request

The regional advisory board of the California IMCSE approved the proposal for Associate IMC status. As a result the systems retrieval and material-skill level kit, Systems Fore, has been received along with other reference materials. The Systems Fore Kit has been put into use as (1) a classroom instructional guide and (2) criterion referenced evaluation instrument in a classroom in the Toyei Boarding School.

In addition, a $500 material order has been submitted and plans are being made to schedule consultative assistance in BIA schools. A visit to the L. A. IMC is scheduled to review what materials are available for adoption or replication for reservation use. Of particular interest will be training packages that have been developed that could be used for staff training in reservation schools.

Prevalence Study

Plans for the sample study activities are plotted and final dates await confirmation of (1) availability of Jane Mercer's team for Home Interviewer training and (2) arrival of Wisc '74 kits. Coordination has been established with Public Health Services, Tribal Education Agency, State Department of Education, and Navajo Area Office.

OBJECTIVES FOR MARCH

1. Conduct Contingency Management Session for 18 participants, Flagstaff, Arizona.
2. Attend presentation of "Status Report - Deaf/Blind Search".

3. Coordinate Prevalence Study:
    - Contact and arrange evaluation in 11 Public and BIA Schools.
    - Conduct random sampling student selection.

4. Resource Room consultant activities at Leupp, Nenahnezad and Lake Valley.

5. Visit IMC facility, materials examination and selections - Los Angeles.

6. Schedule and arrange training for -
    - Psychometrists
    - Home Interviewers
    - Speech Therapists - Prevalence Study

7. Final Resource Room committee meeting to make adjustments in monograph.

8. Send Resource Room Monograph to printers.

NAVAJO EDUCATION RESOURCE CENTER
Programs for Handicapped Children
Navajo Division
P. O. Box 275
Many Farms, Arizona 86053

April 1, 1974

PROGRESS REPORT
March 1974

OBJECTIVES FOR MARCH:

1. Conduct Contingency Management Session for 18 participants, Flagstaff, Arizona.
2. Attend presentation of "Status Report-Deaf/Blind Search.
3. Coordinate Prevalence Study:
   Contact and arrange evaluation in 11 Public and BIA Schools.
4. Resource Room consultant activities at Leupp, Lake Valley, and Nenahnezad.
5. Visit IMC facility, materials examination and selections, Los Angeles.
6. Schedule and arrange training for - (Prevalance Study) Psychometrists -- Home Interviewers -- Speech Therapists.
7. Final Resource Room committee meeting to make adjustments in monograph.
8. Send Resource Room monograph to printers.

ACTIVITY LOG:

1. Diffussion - Change Agent/Contingency Management session conducted in Flagstaff, Arizona for 15 trainees, March 4-7.
2. Deaf/Blind Quarterly Reporting session attended, March 23, Gallup.

3. Final scheduling and coordination for Prevalance Study. Coordination completed between offices of: Department of Special Education - Arizona, Tribal Education Office, Jane Mercer - trainor, Dr. Shitala Mishara - trainor, BIA area office, four Agency offices, 11 local principals, and 25 participating team members.

4. Mini-workshop - Lake Valley Boarding School; case review activities and consultant services.

5. Planning sessions with Regional IMCSE office, Los Angeles, March 19.

6. Tuba City training session for evaluator trainees, Tuba City Public Schools - conference with administration.

7. Educational Conference - Crownpoint Agency and planning session, Dr. Gearhart.

8. Planning Session - "Early Childhood Training Conference", 25 preschool and first grade teachers to be conducted May 28-31; Window Rock staff.

NARRATIVE:

Contingency Management Training Session:

Five teams were trained to implement a Contingency Management approach in both regular and special education classrooms. Teams were from Chinle, Teec Nos Pos, Chuska, Leupp, and Tuba City Boarding schools. Teams were composed of the Navajo Aide, Teacher, and Administrator.

Each team signed a committment to: implement the CM strategy for 21 days in their room train three other teachers to use this technique and they too would implement for 21 days, return for a one day follow-up session where they would report their success via slides, video tapes, etc.

Each team, during the interim, will be visited and evaluated by Ruleau and Caster.

This session was beyond question, one of the most successful training activities experienced by this director. The attitude of each participant was positive and receptive. The facilitators from Greasewood (teacher Supervisor, two Teachers, one Navajo Aide) were enthusiastic, supportive, and well prepared.

The sub-sessions moved freely from one assignment to another.

As a result the teams internalized the information well and left the session at the peak of enthusiasm.

Planned follow-up is done in four stages: written, telephone, personal appearance, and final meeting.

When the effort concludes May 17 and 18, there will be six teams on the reservation with the capacity to conduct identical training sessions. Fifteen classrooms will have implemented the approach voluntarily and a total of 45 people will have received training from this one thrust.

This "ripple" effect is the result of the training approach called the Diffussion-Change Agent.
(See attached evaluation sheets)

Prevalance Study:

Calendar of activities has been finalized. The activities will begin April 10-11 with training sessions in Gallup for Home Interviewers, Psychometrists, and Speech Therapists. Trainors will be contracted from Dr. Jane Mercer's office for Home Interviewers and from University of Arizona for Psychometrists.

Field activities will begin April 15 and conclude May 7. Schools cooperating in the study are Leupp (BIA and Public), Tuba City (BIA and Public), Chinle (BIA and Public), Dilcon (BIA), Ganado (Public), Kayenta (BIA and Public).

Psychometrists are on staff in eight schools and offices and their time is being contributed to this effort with NERC providing travel and per diem expense. Speech Therapists are from three shcools with the same financial arrangements. The Home Interviewers are being provided by the Tribal Education Agency.

When concluded, this effort will be considered a reservation-wide cooperative venture.
(See attached calendar)

IMC Service:

A meeting with the regional IMCSE staff in Los Angeles was conducted March 19. Plans for consultant services were concluded and available services and media were reviewed.

As a result a resource room consultant and media-materials person will conduct training activities and material/teaching demonstration sessions at a full day conference at Wide Ruins Boarding School, May 17. In attendance will be all Special Education teachers from BIA schools.

Teacher training kits consisting of cassettes, filmstrips, and manual were produced by the IMCSE. They can be purchased and made available to schools for in-service or to individual teachers. Titles are relevant and readily adaptable to Indian education. These kits have been ordered.

Video grams of training activities are also available and can be obtained by supplying bland video tapes. These will be obtained by this center.

A newsletter, (see attached) has been mailed to all people on reservation connected with Special Education. This will be followed-up by a monthly news release.

Deaf/Blind Search:

A report of meeting conducted March 23, (Saturday) Gallup, is attached.

Attachments:

1. 3 evaluation sheets- CM
2. CM program
3. Report of D-B meeting
4. Newsletter
5. Calendar of Prevalance Study

Teec Nos Pos Brdg. Sch.
Teec Nos Pos, Arizona

Name Elbert J. John

Conference Evaluation Sheet

What do you feel were the strengths of this conference? The conference was conducted very well. The people involved had definitely the know-how of the Conference. Time and schedules were sets and rules were followed very closely. All in all Conference was very good.

What suggestions would you make for improving it? Since This is my firste conference of this type, I have at this time no suggestion to make for this conference.

Further comments Since This is my firste
Yours to all.
conference I would think the program of this type will work well in any Classroom situation.
I have learned a new method in this C.M. system.
Again thanks to all personal involved to have this type of a Conference available for us to attend.

BEST COPY AVAILABLE

This [illegible] supported in part by a grant from the Bureau [illegible] the Handicapped, U.S. Office of Education [illegible]

Navajo Education Resource Center

Title I Supervisor
Chuska Boarding School
Tohatchi, New Mexico

Name Paula D. Garcia

Conference Evaluation Sheet

What do you feel were the strengths of this conference? - Well planned!
- Having participants commit themselves to a plan for implementation, while here.
- (Environment, excellent!) Internal conference scheduling was effective. Purpose and/or objectives well illustrated.

What suggestions would you make for improving it?
- Possibly the step in writing the team's "general outline" (on butcher paper) of implementation could be eliminated. But team felt it was unnecessary for our situation.

Further comments
The conference, in my opinion, was very successful because of:
1. Careful pre-planning (content)
2. Physical environment excellent - meeting areas, & meals, & room accommodations. The system for handling such arrangements needs to be adopted by B.I.A.
3. Team training - supervisor - teacher - aide (more of this needed)
4. Positive attitudes of the trainers provided real encouragement for the trainees.

This project was supported in part by a grant from the Bureau of Education for the Handicapped, U.S. Office of Education which is gratefully acknowledged.

CONTINGENCY MANAGEMENT CONFERENCE
Flagstaff, Arizona
March 4-7, 1974

Sponsored By:

Bureau of Indian Affairs Navajo Area Office
Southwest Regional Resource Center
Navajo Education Resource Center

TOPICS

TUESDAY--MARCH 5, 1974

Introduction to Conference: C.M. Program
Contingency Management Filmstrip
Presentation: High and Low Probability Behaviors
Individual Written Task--R.E.
Presentation: R. E. Menu
Individual Written Task--Discussion
Presentation: Room Arrangements and Signals
Individual Written Task--R.E.
Presentation--Cycle Scheduling,
 Task/R.E. Cycle--Short and Long Cycles
 Easy to Hard Task, Successive Approximations
Presentation: Low Probability Behaviors
 Variations--Successive Approximations
Presentation--Dealing with Undesirable Behavior: What to do when the system blows

Individual Written Task--Discussion R.E.

WEDNESDAY--MARCH 6, 1974

Presentations: What to shoot for
Questions--C.M.
Presentation: Preparation of
   Implementation Plans (First Draft)
Written Task, Implementation Plan—R.E.
Presentation Of Implementation Plans to
   group for critique
Revise Implementation Plans
Presentation: Critical Decisions
Written Team Tasks
Presentation: Training, Facilitating,
   Implementing
Written Team Task: Spreading the Effect
Feedback Session

THURSDAY--MARCH 7, 1974

Teams 1, 2, and 3 present plans
Teams 4, 5, and 6 present plans
Revise and compare composite time lines
Presentation of final composite plans
Conference Evaluation

Navajo Education Resource Center
Programs for Handicapped Children
P. O. Box 275
MANY FARMS, ARIZONA 86503

March 25, 1974

Meeting - Deaf/Blind Search

March 23, 1974 (Saturday)
El Rancho Motel, Gallup

This meeting was held by Dr. Thayer for his search workers to report their progress to date.

In attendance were six case finding aides, Dr. Thayer, Elizabeth Murphy (TEA), Norman Wilcox (TEA), Betsy Ferriter (practicum student), and Roland Caster.

It was reported by Dr. Thayer that, reservation-wide, three deaf/blind students had been accounted for. All in school at Alamogordo, Tuscon, and Santa Fe. One promising lead was being followed at the date of the meeting.

The case finding aides each reported in turn. None had found a deaf/blind case but numerous handicapped children were emerging who weren't in school.

It seemed that crippling conditions, severe mental retardation and older handicapped (20-28 yrs.) were reported most frequently.

A tally of this information was requested by the Navajo Education Resource Center.

The remainder of the meeting was spent in discussing:

1) collect information on older (retired age, 65+) people to provide to agencies which should serve them.

2) completeness of reporting to Dr. Thayer in terms of age, name, parents, and location.

3) Announcement - John Tracey Institute has correspondence course for home care of Deaf/Blind children.

4) clinic in Tuscon has six, 3-4 year old Deaf/Blind children which have been observed.

5) next reported meeting to be held in Chinle in May.

Navajo Education Resource Center

WHAT IS IT -- NIMC?

The Navajo Education Resource Center has been in existance on the reservation since mid-August. The initial year of service was to determine needed back-up resource services and to develop a plan for delivery of those services.

In January the NERC was approved as an associate Instructional Materials Center affiliated with the regional IMC-SE of University of Southern California at Los Angeles.

As an associate center the NERC is to receive a supply of materials that could be checked out to Special Education staff members for preview or experimentation in the classroom.

The NERC also receives information about publications, instructional materials, and publishers grouped in meaningful categories for quick reference.

Classroom needs for IMC services are not as great as the school year draws to a close. However, an information and assistance source is now being started that will be able to swing into action with the beginning of next year.

SERVICES NOW AVAILABLE--NIMC

Many lists of materials, publishers, bibliographies, and sources of supply are now available. If you call the friendly IMC secretary, she may be able to help you locate an item, address, or publishing company. Some of compiled sources of information are:

1. Vocational and Career Guidance.
2. Vocationally Handicapped, annotated bibliography.
3. Instructional Materials-Speech and Language Arts.
4. Perceptual Materials, annotated bibliography.
5. Deaf Education, Instructional Materials.
6. Sex Education, Annotated biblio.
7. Math materials, annotated biblio.
8. Early Childhood Education, biblio.
9. Learning Disorders-Biblio. (neurological, Perceptual and Motoric Functioning, Reading and Reading Disabilities, Juvenile-Delinquency, Emotionally Disturbed)
10. Affective materials-Adolescent.
11. Affective materials-pre-school.
12. Teacher Training Programs, commercial.
13. Publishers and addresses of Instructional Materials.

In addition to the above information, a compiled Index is available with information from 263 publishers across the country. This index supplies such information as location of company representative for a particular state or city, types of materials
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2. Continge
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4. Taxonomy
   Domain.
5. Project
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Do you wish to have a training session for your staff with displays, inservice training and actual material demonstrations--free of charge?? Which companies will do this? This information is available at the NIMC. Telephone 602/781-6325

TRAINING KITS ON ORDER -- INTERESTED??

Five kits are on order which may be used for group or individual staff training. The kits are:

1. Sequencing Visual Perception Materials.
2. Contingency Management.
3. Structuring the Classroom for success.
4. Taxonomy for the Interpersonal Domain.
5. Project Evaluation for Accountability.

These kits include cassette tapes, film strips, and manual to accompany presentations. They may be checked out when they arrive.

CONTINGENCY MANAGEMENT
A Team Training Session

The Navajo Education Resource Center, cooperating with Area BIA Office and Southwest Regional Resource Center, conducted a Contingency Management team training session in Flagstaff, March 4 through 7.

Five teams were trained. The teams consisted of the classroom aide, Special Education Teacher, and the Teacher Supervisor or Principal. They were from Chinle, Chuska, Leupp, Teec Nos Pos, and Tuba City Boarding Schools.

The teams were trained in the use of a Contingency Management classroom approach. The teams will implement the approach for 21 days in their rooms. They will also train other interested staff members in the use of C. M.

A follow-up session is planned in May. The teams will report via slides, video tapes, recordings, narratives, and charts of their successes and problems.

The CM facilitators for the session are on staff at the Greasewood Boarding School. Mr. Hayward Camper, Principal, graciously released them from their assignments to conduct the training sessions. The training team members were Helen Zongolowicz, Marjorie Jimmie, Helen Kanyid, and Nancy Wyatt.

At the conclusion of this training period, each of the teams will be prepared to conduct similiar training sessions within their agencies or throughout the reservation.

Personnel involved in the sessions were: Tom Armstrong, Marlene Charlie, Bob Dean, Carolyn Dipomazio, Tom Durant, Paula Garcia, Elbert John, Arlene Jorgenson, Wayne King, Georgia Lucas, Cecelia Manygoats, Dorothy McCuller, Dorthine Renfro, Judy Williams Thomas, and Lyle Vice.

Training session director was Laurine Ruleau and Bruce Weston of Los Angeles was training session consultant.

EDUCATIONAL RESOURCE

NAVAJO CENTER

INSTRUCTIONAL MATERIALS

Special Education

News - a - gram

April Issue
Navajo Education Resource Center
P. O. Box 275
Many Farms, Arizona 86503

Director - Roland Caster
Secretary - Darlene Crosby

173/174

	Home Interview								Psychological								Speech Inventory						
	BIA School				Public School				BIA School				Public School				BIA School			Public School			
	Number of Students	Number of People	Number of Days	Dates	Number of Students	Number of People	Number of Days	Dates	Number of Students	Number of People	Number of Days	Dates	Number of Students	Number of People	Number of Days	Dates	Number of Students	Number of People	Number of Days	Number of Students	Number of People	Number of Days	Dates
Chinle	4	1	4	4/15-18	8	2	4	4/15-18	4	1	2	4/22-29	8	1	4	4/22-29	4	1	1 4/22-24	8	1	2	4/22-24
Ganado					8	2	4	4/15-18					8	2	2	4/22-24				8	1	2	4/22-23
Greasewood	4	1	4	4/15-16					4	1	2	4/22-24					4	1	1 4/25				
Tuba City	4	1	4	4/22-27	8	1+(1)	6	4/22-29	4	2	1	4/30-5/2	8	2	2	4/30-5/2	4		1 4/30-5/2	8	1	2	4/30-5/2
Kayenta	4	1	4	4/22-27	8	1+(1)	6	4/22-29	4	2	1	4/30-5/2	8	2	2	4/30-5/2	4	1	1 4/30-5/2	8	1	2	4/30-5/2
Leupp	4	1	4	pril 22-27	8	1+(1)	6	4/22-29	4	1	2	4/30 - 5/7	8	1	4	4/30-5/7	4	1	1 5/3-5/7	8	1	2	5/3-5/7

NAVAJO EDUCATION RESOURCE CENTER
Programs for Handicapped Children
Navajo Division
P. O. Box 275
Many Farms, Arizona 86503

May 2, 1974

PROGRESS REPORT
April 1974

OBJECTIVES FOR APRIL:

1. Conduct final random selection of students for Prevalence Study, Arizona Department of Education.

2. Conduct Training Session for Navajo Home Interviewers, Psychometrists, and Speech Therapists.

3. Conduct Training Session for Area and Agency Supervisors in Contingency Management.

4. Begin Home Interview activities with parents of children to be tested.

5. Begin Testing activities in four BIA and Public Schools.

ACTIVITY LOG:

1. Deaf/Blind Search meeting - Gallup, Participants Laurine Ruleau, Dr. Thayer, Max Harriger, Roland Caster, April 1, 1974.

2. Final random selection of students, Ganado Public School, Leupp Boarding and Public School, Tuba Boarding and Public School, Dilcon Boarding School, Chinle Boarding School, April 2-5.

3. Training Session - Contingency Management 12 Area and Agency Supervisors, Gallup, April 8,9.

4. Training Session - Jane Mercer's Pluralistic Assessment approach - Navajo Home Interviewers, Psychometrists, Speech Terapists. April 10-12, Gallup.

5. Conference with Prevalence Study participants Tribal Education Agency, April 16 & 24, Window Rock.

6. Follow-up Contingency Management classroom visits and evaluations, Teec Nos Pos, Chinle, April 22,23.

7. Publication of Resource Room Monograph - meetings with editing personnel, photographer, April 4 and 26.

8. Planning session for Workshop, for Early Childhood Identification, (Continental Divide May 28-31) April 29-30.

NARRATIVE:

Contingency Management

Training Activities continue as a result of the initial training session of five teams in Flagstaff, March 4-7. The training session conducted in April was for 12 supervisors from the Area and Agency offices. The objective of this session, conducted in Gallup, was to orient the supervisors to the Contingency Management approach in order that they could be informed of techniques being used in schools under their supervision. It is felt that with the insight acquired in the training session, they will be supportive of the movement as it is adapted from room to room.

The session was conducted in 2, half-day segments and activities were designed in the same manner that team training was conducted. Reward and reinforcement techniques were used with good results. Participation was very good and all supervisors were very receptive.

Follow-Up

As indicated in the March 4-7 CM Training Session, Ms. Ruleau and myself were to visit each CM class and evaluate their progress. This is now being done. The "ripple" effect appears to be occurring. Teams are reporting that they came home to train not the 3 teachers agreed upon but their entire staffs. Effects of CM and variations and adaptions are seen up and down halls and in numberous rooms. Significant changes in room behavior and student attitude is reported with isolated cases of remarkable classroom transformations.

Final follow-up activity will be done May 13-14, in a reporting session in Little America where each team will report on its success in implementing CM in the target class and with cooperating staff members.

Prevalence Study

Training Session for data collectors was held in El Rancho, Gallup, April 10-12. Rosa McGrath from Dr. Jane Mercer's team, Riverside, California conducted a 2½ day training session for the Navajo Home Interviewers. Nine trainees were in attendance.

Dr. Shitala Mishra of the University of Arizona conducted the training session for the eight cooperating psychometrist. Content covered was the '74 Wisc-R., Psycho-motor index, and Metro achievement series.

The Speech Therapists also attended the orientation sessions.

The Home Interviewers began work on their assignments, April 15. Two HI's did not show at their assigned schools and have since indicated that they could not participate and returned some of the materials. One was hired by the D/B Search project. Another has indicated an increase in his work load and unavailability for Interviews. Two HI's do not speak Navajo well and only interview English speaking parents.

Attrition in HI's is the pattern experienced by the State Department also. At this point in time the Home Interviews are 80% completed and the Psychometrists are moving in to test.

The time, distance, material, factors are creating significant concern. Test materials must be shifted from one area to another to accommodate the testors and their assigned student load.

Training Session

Early Child Identification of the Handicapped. Plans are now being made to conduct a training session with 40 First Grade Teachers, May 28-31 at Continental Divide Training Facility.

The objective is to acquaint the teachers to kinds of learning problems afflicting first graders and evaluation instruments that can be used by the teacher to identify and define these disabilities.

Teachers will work in small groups as they rotate through five stations where a facilitator will conduct information and experience sessions followed with a task sheet where teachers are expected to develop prescriptive instructional activities based on diagnostic information dealt with in the sessions.

Information is to be compiled in a workshop manual for the teacher to take home as a reference guide.

OBJECTIVES FOR MAY:

1. Conclude data collection for Prevalence Study and begin preparing for computer analysis.
2. Conduct Final CM workshop session, Flagstaff, May 13-14.
3. Conclude classroom visits and evaluations for Contingency Management.
4. Conduct workshop with all Special Teachers with Representative from Developmental Learning Materials Corp., May 17, Hunters Point.
5. Conduct Early Childhood Identification workshop May 28-31, Continental Divide.

NAVAJO EDUCATION RESOURCE CENTER
Programs for Handicapped Children
Navajo Division
P. O. Box 275
Many Farms, Arizona 86503

June 10, 1974

PROGRESS REPORT
May 1974

OBJECTIVES FOR MAY

1. Establish Tracking System for Handicapped - 5/2&3.
2. Evaluation of Classroom Contingency Management.
    - Leupp 5/6
    - Tuba 5/7
    - Chuska 5/8
3. Final Contingency Management training session, May 13 - 14.
4. Workshop - Special Education BIA teachers 5/16-17, Hunters Point.
5. Training Session - Continental Divide Early Childhood 5/28/31.
6. Student evaluations
    - Kayenta 5/15
    - Tuba 5/20
    - Leupp 5/21
    - Chinle 5/22
    - Ganado 5/23

NARRATIVE

Prevalence Study

Data collection activities were concluded with the semester. Material will be compiled and submitted to the Research office in Tuscon during June.

The use of this particular research model gave our evaluation teams an opportunity to judge its appropriateness as an evaluation tool;

'74 Wisc R, improved and slightly more appropriate for use with students: recommended use of performance section with Indian students.

Metro '70 Achievement - as good as any other group achievement battery. Inappropriate for use as individual diagnostic tool.

Motor Dexterity Inventory - excellent and should be part of total battery.

Language Inventory - as good as others available, should be included as part of battery.

Adaptive Behavior Scale:

Health History Inventory - good idea as an item by item approach but not as complete as some Public Health Service reports. Some questions inappropriate and offensive to Indian parents. Needs to be modified and shortened.

Socio-Modality Index - a necessary component for background information but not entirely appropriate for Indian families in its present form.

The entire scale is 475 questions with a complicated base and ceiling mechanism. This scale is reported to be available commercially next year through Psychological corporation.

The team approach to child diagnosis is good but not a new design. A differential diagnosis approach is preferable but not a new design. The questions on Adaptive Behavior are not new.

The important concept is, to stress other elements of contributive behavior and performance in the complicated process of child diagnosis. Emphasis on test results then becomes one of the elements of information -- not the element.

If, in the future, a prevalence study for the reservation is to be conducted, several suggestions come from this experience.

1. Begin study in September - October.
2. Budget money to employ native speaking parent interviewers.
3. Budget money to employ psychometrists and other test administrators.
4. Use home interview questions appropriate for Indian parents.
5. Use teams of three people to evaluate each child in total battery in one visit to school.

Contingency Management

The final reporting session was conducted May 13 & 14 in Flagstaff. The five teams reported on their success in implementation and teacher training. Each team exhibited enthusiasm and pride in their reports. Two teams brought video tape equipment and showed tapes of their activities. Two teams reported via slides, recordings, verbal reports and photographs. One team reported with photographs and designs for next years program use of Contingency Management.

Statistics on CM Training:

5	teams trained initially
20	teachers trained in schools
25	classrooms using CM for first time
625	students involved in CM approach
$3,000	approximate total cost
$5.00	per child cost

Results:

Comments reflect that the CM technique has remarkably changed some classrooms that here-to-fore were unmanageable. (see attached) In classes where children were already highly motivated, less dramatic change was visible. Some teachers are reporting that CM seems particularly appropriate because of its objectiveness. That is, the student earns a reward for his performance, not for finding favor in the eyes of a person from another ethnic group.

Early Childhood Identification of the Handicapped

Forty teachers of beginner classes and first grade were exposed to five evaluation instruments which they could in turn use in their classrooms in a prescriptive approach. The instruments were Peabody Individual Achievement Test, Peabody Picture Vocabulary Test, Valett Developmental Scale, Perdue Perceptual Motor Inventory, and Key Math Series.

Featured speakers gave an overview of the functions of the Wisc and ITPA as educational tools.

The insight gained by these teachers relevant to the role of testing in the classroom was very obvious. Most participants asked for Session #2 and others suggested a 3-4 week training session if repeated with other groups.

OBJECTIVES FOR JUNE:

1. Compile report for Arizona Prevalence Study
2. Closeout end-of-project fiscal activities (telephone, purchases, etc.)
3. Take accumulated 17 annual leave days as vacation.

CHAPTER IX

CROSS REFERENCE DAILY ACTIVITY BREAKDOWN OF DIRECTOR'S ACTIVITIES BY OBJECTIVES AND ACTIVITIES

TABLE VII

OBJECTIVES

I	II	III
Preliminary Survey to Identify Handicapped Children	Procedure for Diagnosis	Diagnostic and Prescriptive Resource Room Model
IV	V	VI
Develop SEIMC	Plan for Subsequent Phases	Develop Service Model

Activities to Develop Objectives

1. Needs Assessment
2. Planning Conferences
3. Workshops
4. Training Sessions
5. Task Force Activity
6. Service Agent Coordination Activity
7. Consultant Service Activity
8. Student Evaluation
9. Office Administration
10. Materials Demonstration
11. Reporting Conferences

Objective I

Preliminary Survey to Identify Handicapped Children

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Nov. 15	Arizona Prevalence Study	2	3	460	8	Phoenix
Nov. 16	"	2	3	150	8	Window Rock
Nov. 26	"	2	2	150	8	"
Nov. 28	"	2	2	150	8	"
Jan. 21	"	2	3	1020	8	Tucson
Jan. 22	"	2	3		4	"
Feb. 5	"	2	3	150	8	St. Michaels
Mar. 27	"	2	3	150	8	Window Rock
Apr. 2	"	6	4		8	Ganado
Apr. 3	"	6	5		8	Leupp, Tuba City
Apr. 4	"	6	6	764	8	Leupp, Dilcon
Apr. 5	"	6	5	30	8	Chinle
Apr. 10	"	4	25	220	8	Gallup
Apr. 11	"	4	25		8	"
Apr. 16	"	6	3	150	8	Window Rock
Apr. 17-19	"	8	5		(8)	Dilcon Ganado, Chinle
Apr. 24	BIA Adm.	2	2	150	8	Window Rock
Apr. 22-26	Ariz. Prev. Study	8	5		(8)	Chinle, Kayenta Tuba City
Apr. 29 May 3	"	8	8		(8)	Ganado, Dilcon
May 6-10	"	8	7			Leupp, Chinle Tuba City
May 13-17	"	8	7		(8)	Leupp, Tuba City Kayenta
May 20-24	"	8	1	731	8	Leupp, Chinle Ganado
May 10	"	6	5	220	8	Window Rock
May 16	"	6	2	160	4	Teec Nos Pos
June 4	"	8	3	30	8	Chinle
June 13	"	6	2	180	8	Tuba City
June 14	"	6	2	649	8	Tucson

Objective II

Procedure for Identification and Diagnosis

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Sep. 18	Evaluation, Student	8	5	160	8	Teec Nos Pos Boarding School
Dec. 17	Student Evaluation	8	14	160	8	"
Feb. 6	Psychometric Tr.	4	3	360	8	Tuba City
Feb. 7	"	4	3		8	"
Mar. 13	"	4	3	360	8	"
Apr. 25	ITPA Tr. Session	4	1	150	8	St. Michaels

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Objective III

Diagnostic and Prescriptive Resource Room Model

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Oct. 26	RR Task Force	5	8	150	8	Greasewood
Dec. 14	"	5	12	150	8	"
Jan. 7	Determine Need for RR	1	6	360	8	Tuba City
Jan. 8	"	1	6		8	"
Jan. 9	Plan for RR	2	6		8	"
Jan. 10	"	2	6		8	"
Jan. 11	RR Task Force	5	8		8	"
Jan. 24	Plan for RR	2	3	160	8	Toyei Boarding School
Jan. 25	"	2	3		8	"
Feb. 8	RR Task Force	5	8	30	8	Chinle
Feb. 20	RR Model	2	3	150	8	Greasewood
Feb. 21	RR Task Force	5	2	270	8	Chuska
Feb. 22	"	5	8		8	"
Mar. 22	"	5	8	270	8	"

Objective IV
Develop IMC Services

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Nov. 12	Training Packages	7	4	600	8	Santa Fe
Mar. 18	Training & Materials	2	3	1800	8	Los Angeles
Mar. 19	"	2	3		8	"
Mar. 20	"	2	3		8	"
Mar. 21	Materials Demonstration	10	15	330	8	Lake Valley
Apr. 8	Materials Exhibit	10	15	220	8	Gallup
Apr. 9	"	10	15		8	"
Jan. 24	Materials Demonstration	10	2	160	2	Toyei

Objective V

Plan for Subsequent Phases

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Aug. 21	Early Childhood	2	11	30	4	Chinle
Aug. 21	Deaf/Blind Pro.	2	9	420	8	Leupp
Aug. 23	"	1	5	420	8	"
Aug. 24	"	1	5		8	"
Sep. 5	Handicapped Class	1	3	30	4	Chinle Boarding School
Sep. 11	Staff Conf.	1	4		4	Many Farms
Sep. 12	Supt. Conf.	2	14	150	4	Window Rock
Sep. 13	Handicapped Class	1	5	30	4	Chinle Boarding School
Sep. 20	"	1	7	150	8	Greasewood Boarding School
Oct. 4	"	1	4	160	8	Toyei Boarding School
Oct. 12	Navajo Community College	6	2	140	8	Tsaile
Oct. 31	Consultant Service	7	6	170	8	Kayenta
Nov. 1	"	7	6	360	8	Flagstaff
Nov. 2	"	7	6		8	"
Nov. 30	Deaf/Blind	2	2	360	8	"
Dec. 16	Model Plan	7	2	500	8	Albuquerque
Jan. 16	"	7	2		8	"
Jan. 17	"	7	2		8	"
Jan. 31	"	2	4	500	8	"
Feb. 1	"	2	4		8	"
Feb. 27	Nat'l. L.D. Conf.	4	1	2200	8	Houston
Feb. 28	"	4	1		8	"
Mar. 1	"	4	1		8	"
Mar. 15	BIA Admin.	6	2	150	8	Window Rock
Mar. 23	Deaf/Blind	12	15	220	8	Gallup
Apr. 1	"	2	4		8	"
Apr. 29	Model Plan & Proposal	7	3		8	"
Apr. 30	"	7	3		8	"
May 2	Tracking System	2	3	500	8	Albuquerque
May 3	"	2	3		8	"

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Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
June 3	Model Plan & Proposal	2	2		8	Las Cruces
June 6	"	2	2	150	8	Window Rock
June 7	Plan for Diagnostic Serv.	8	5	75	8	Wingate High School
June 11	Model Plan & Proposal	2	2	150	8	Window Rock
June 19	"	2	4	150	8	Albuquerque

Objective VI

Develop a Service Model

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Aug. 20	Headstart	2	5	500	4	Albuquerque
Aug. 27	"	3	45	240	8	Shiprock
Aug. 28	"	3	40	120	8	Crownpoint
Aug. 29	"	3	40	180	8	Ft. Wingate
Aug. 30	"	3	40		8	Many Farms
Aug. 31	Administ. Conf.	2	17	30	4	Chinle
Sep. 4	BIA Admin.	2	2	150	8	WindowRock
Sep. 12	Private School	1	4		4	St. Michaels
Sep. 21	Consultant Service	2	3		8	Las Cruces
Sep. 24	Headstart	2	11	500	8	Albuquerque
Sep. 25	"	2	11		8	"
Sep. 26	Admin. Conf.	2	4	30	4	Chinle
Sep. 26	Teacher Conf.	2	3		4	Many Farms
Sep. 27	Tribal Educ. Off.	6	2	150	4	Window Rock
Sep. 27	BIA Admin.	2	3	170	4	Ft. Defiance
Oct. 1	SWRRC	2	3		8	Las Cruces
Oct. 5	Admin. Conf.	2	4		4	Many Farms Boarding School
Oct. 10	BIA Teach & Couns.	3	25	150	8	Greasewood Boarding School
Oct. 15	Deaf/Blind Pro.	6	6	360	8	Flagstaff
Oct. 16	Handicapped Class	1	6	420	8	Leupp Boarding School
Oct. 17	"	1	6	110	8	Tuba City Boarding School
Oct. 18	"	1	6		8	"
Oct. 23	Private School	1	15	150	8	St. Michaels
Nov. 7	National Consultants	7	6	500	8	Albuquerque
Nov. 8	"	7	6		8	Gallup
Nov. 9	"	3	20		8	Chuska
Nov. 13	Training Services	2	2	150	8	Window Rock
Nov. 19	Headstart	4	25	280	8	Ft. Wingate
Nov. 20	"	4	25		8	"

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Nov. 29	Machine Demonstration	10	2	160	8	Toyei Boarding School
Dec. 6	Material Demonstration	10	2	160	8	"
Dec. 7	Handicapped Class	1	1	150	8	Kinlechee
Dec. 10	Consultant, Service/ Planning	2	2	500	8	Albuquerque
Dec. 11	Consultant, Training	4	2	171	8	St. Johns
Dec. 14	Coordination Headstart Training	6	4	160	8	Ft. Defiance
Dec. 15	BIA Coordination Training	6	2	150	8	Window Rock
Jan. 14	Headstart	6	2	160	8	Ft. Defiance
Jan. 15	BIA Administration	6	2	150	4	Window Rock
Jan. 23	Headstart	2	3	160	8	Ft. Defiance
Jan. 28	Cont. Manag. Training	7	4	340	8	Window Rock
Jan. 29	"	7	4		8	Greasewood
Jan. 30	"	6	3		8	Window Rock
Jan. 28	Headstart	3	35		8	Gallup
Jan. 29	"	3	35		8	"
Jan. 30	"	3	35		8	"
Feb. 11	BIA Administ.	3	40	1000	8	Wingate High School
Feb. 12	"	3	25		8	Nenahnezad
Feb. 13	"	3	25		8	Tuba City
Feb. 14	"	3	15		8	Hunters Point
Feb. 15	"	3	15		8	Pinon
Feb. 27	Test Admin. Tr.	4	6	160	8	Teec Nos Pos
Mar. 4	Cont. Management	4	22	400	8	Flagstaff
Mar. 5	"	4	22		8	"
Mar. 6	"	4	22		8	"

Date	Area	Activity Number	Number Persons	Number Miles	Number Hours	Location
Mar. 7	Cont. Manag.	4	22		8	Flagstaff
Apr. 8	BIA Admin. C.M.	4	15	220	8	Gallup
Apr. 9	"	4	15		8	"
Apr. 22	Cont. Manag.	4	5	160	8	Teec Nos Pos
Apr. 23	"	4	4	30	8	Chinle
Apr. 26	"	4	4	360	8	Tuba City
May 6	"	4	3	420	8	Leupp
May 7	"	4	4	360	8	Tuba City
May 13	"	4	21	360	8	Flagstaff
May 16	BIA Spec. Workshop	7-3	2	436	8	Gallup
May 17	"	7-3-10	70		8	Hunters Point
May 28	Early Childhood	4	50	320	8	Continental Divide
May 29	"	4	50		8	"
May 30	Early Childhood	4	50		8	"
May 31	"	4	50		8	"

Activity 1

NEEDS ASSESSMENT

①

Date	Area	No. Persons	No. Hours
Sept. 5	Handicapped Class	3	4
Sept. 12	Private School	4	4
Sept. 13	Handicapped Class	5	4
Sept. 20	Handicapped Class	7	8
Oct. 4	Handicapped Class	4	8
Oct. 16	Handicapped Class	6	8
Oct. 17	Handicapped Class	6	8
Oct. 18	Handicapped Class	6	8
Oct. 23	Private School	15	8
Dec. 7	Handicapped Class	2	8
Jan. 9	Determine Need for Resource Room	6	8
Jan. 10	Determine Need for Resource Room	6	8

Activity 2

PLANNING CONFERENCES

Date	Area	No. Persons	No. Hours
Aug. 20	Headstart Orientation	5	4
Aug. 21	Early Childhood Education	11	4
Aug. 22	Deaf/Blind Program	9	8
Aug. 31	Administrative Conference	17	4
Sept. 4	BIA Administration	2	8
Sept. 12	Superintendent Conference	14	4
Sept. 21	Consultant Services	3	8
Sept. 24	Headstart	11	8
Sept. 25	Headstart	11	8
Sept. 26	Administrative Conference	4	4
Sept. 26	Teacher Conference	3	4
Sept. 27	BIA Administration	3	4
Oct. 1	SWRRC	3	8
Oct. 5	Administrative Conference	4	4
Nov. 13	Training Services	2	8
Nov. 15	Arizona Prevalence Study	3	8
Nov. 16	Arizona Prevalence Study	3	8
Nov. 26	Arizona Prevalence Study	2	8
Nov. 28	Arizona Prevalence Study	2	8
Nov. 30	Deaf/Blind	2	8
Dec. 10	Contingency Management	2	8
Jan. 9	Plan for Resource Room	6	8
Jan. 10	Plan for Resource Room	6	8
Jan. 21	Arizona Prevalence Study	3	8
Jan. 22	Arizona Prevalence Study	3	8
Jan. 23	Headstart	3	8
Jan. 24	Plan for Resource Room	3	8
Jan. 25	Plan for Resource Room	3	8
Jan. 31	Plan for Resource Room	4	8
Feb. 1	Plan for Resource Room	4	8
Feb. 2	Arizona Prevalence Study	3	8
Feb. 20	Resource Room Model	3	8
March 18	IMC Training & Materials	3	8
March 19	IMC Training & Materials	3	8
March 20	IMC Training & Materials	3	8
March 27	Arizona Prevalence Study	3	8
April 1	Deaf/Blind	4	8
April 24	BIA Administration	2	8
May 2	Tracking System	3	8
May 3	Tracking System	3	8
June 3	Model Plan	2	8
June 6	Model Plan & Proposal	2	8
June 11	Model Plan & Proposal	2	8
June 19	Model Plan	4	8

Activity 3

WORKSHOPS

Date		Area	No. Persons	No. Hours
Aug.	27	Headstart	45	8
Aug.	28	Headstart	40	8
Aug.	29	Headstart	40	8
Aug.	30	Headstart	40	8
Oct.	10	BIA Teachers & Counselors	25	8
Nov.	9	Chuska B.S. Teachers, Special	20	8
Jan.	28	Headstart	35	8
Jan.	29	Headstart	35	8
Jan.	30	Headstart	35	8
Feb.	11	BIA Administration	40	8
Feb.	12	BIA Administration	25	8
Feb.	13	BIA Administration	25	8
Feb.	14	BIA Administration	15	8
Feb.	15	BIA Administration	15	8
May	17	BIA Special Workshop	70	8

Activity 4

TRAINING SESSIONS

Date		Area	No. Persons	No. Hours
Nov.	19	Headstart	25	8
Nov.	20	Headstart	25	8
Dec.	11	Consultant, System 4	6	8
Feb.	6	Psychometrists Training	3	8
Feb.	7	Psychometrists Training	3	8
Feb.	27	National L.D. Conference	1	8
Feb.	28	National L.D. Conference	1	8
March	1	National L.D. Conference	1	8
Feb.	27	Test Administrators Training	6	8
Feb.	28	Test Administrators Training	6	8
March	4	Contingency Management	22	8
March	5	Contingency Management	22	8
March	6	Contingency Management	22	8
March	7	Contingency Management	22	8
March	13	Psychometrists Training	3	8
April	8	BIA Administration CM	15	8
April	9	BIA Administration CM	15	8
April	10	Arizona Prevalence Study	25	8
April	11	Arizona Prevalence Study	25	8
April	22	Contingency Management	5	8
April	23	Contingency Management	4	8
April	25	ITPA Training Session	1	8
April	26	Contingency Management	4	8
May	6	Contingency Management	3	8
May	7	Contingency Management	3	8
May	13	Contingency Management	21	8
May	14	Contingency Management	21	8
May	28	Early Childhood	50	8
May	29	Early Childhood	50	8
May	30	Early Childhood	50	8
May	31	Early Childhood	50	8

Activity 5

TASK FORCE ACTIVITY

Date	Area	No. Persons	No. Hours
Oct. 26	Resource Room Task Force	8	8
Dec. 14	Resource Room Task Force	12	8
Jan. 11	Resource Room Task Force	8	8
Feb. 8	Resource Room Task Force	8	8
Feb. 21	Resource Room Task Force	2	8
Feb. 22	Resource Room Task Force	8	8
March 22	Resource Room Task Force	8	8

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Activity 6

SERVICE AGENT COORDINATION ACTIVITY

Date		Area	No. Persons	No. Hours
Sept.	27	Tribal Education Agency	2	4
Oct.	12	Navajo Community College	2	8
Oct.	15	Deaf/Blind Program	6	8
Dec.	14	Headstart, Training	4	8
Dec.	15	BIA, Training	2	8
Jan.	14	Headstart	2	8
Jan.	15	BIA, Administration	2	8
Jan.	30	Contingency Management Training	3	8
March	15	BIA Administration	2	8
April	2	Arizona Prevalence Study	4	8
April	3	Arizona Prevalence Study	5	8
April	4	Arizona Prevalence Study	6	8
April	5	Arizona Prevalence Study	5	8
April	16	Arizona Prevalence Study TEA	3	8
May	10	Arizona Prevalence Study	5	8
May	16	Arizona Prevalence Study	2	8
June	13	Arizona Prevalence Study	2	8
June	14	Arizona Prevalence Study	2	8

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Activity 7

CONSULTANT SERVICE ACTIVITY

Date		Area	No. Persons	No. Hours
Oct.	31	Consultants, Washington	6	8
Nov.	1	Consultants, Washington	6	8
Nov.	2	Consultants, Washington	6	8
Nov.	7	Consultants, National	6	8
Nov.	7	Consultants, National	6	8
Nov.	12	Training Packages	4	8
Dec.	16	Model Plan	2	8
Jan.	16	Model Plan	2	8
Jan.	17	Model Plan	2	8
Jan.	28	Contingency Management Training	4	8
Jan.	29	Contingency Management Training	4	8
April	29	Model Plan & Proposal	3	8
April	30	Model Plan & Proposal	3	8
May	16	BIA Special Workshop	2	8
May	17	BIA Special Workshop	70	8

Activity 8

STUDENT EVALUATION

Date		Area	No. Persons	No. Hours
Sept.	18	Evaluation Students	5	8
Dec.	17	Evaluation Students	14	8
April	17-19	Evaluation Students	5	8
April	22-26	Evaluation Students	5	8
April	29			
May	3	Evaluation Students	8	8
May	6-10	Evaluation Students	7	8
May	13-17	Evaluation Students	7	8
May	20-24	Evaluation Students	1	8
June	4	Evaluation Students	3	8
June	7	Plan For Services	5	8

Activity 9

OFFICE ADMINISTRATION

Date		Area	No. Persons	No. Hours
Sept.	7	Interview for Secretary	2	4
Sept.	10	Set up Record System		8
Sept.	14	General Office Routine		8
Sept.	17	Interview for Secretary		8
Sept.	19	General Office		8
Sept.	28	Purchase Materials		8
Oct.	2	General Office		8
Oct.	3	General Office		8
Oct.	9	General Office		8
Oct.	19	General Office		8
Oct.	24	General Office		8
Oct.	25	R.R. Materials		8
Oct.	29	General Office		8
Oct.	30	General Office		8
Nov.	14	General Office		8
Nov.	17	R.R. Materials		8
Nov.	18	Advanced Communication Materials		8
Nov.	27	General Office		8
Dec.	3	Advanced Communication Report		8
Dec.	13	R.R. Materials		8
Dec.	15	General Office		8
Dec.	16	General Office		8
Dec.	18	General Office		8
Dec.	19	General Office		
Dec.	20	General Office		
Dec.	21	General Office		
Jan.	3	General Office		
Jan.	4	General Office		
Jan.	5	General Office		
Jan.	6	General Office		
Jan.	10	General Office		4
Jan.	18	General Office		
Jan.	22	Arizona Prevalence Study		4
Jan.	26	General Office		
Jan.	27	General Office		
Feb.	9	General Office		
Feb.	10	General Office		
Feb.	23	General Office		
Feb.	24	General Office		
Feb.	25	General Office		
Feb.	26	General Office		
March	11	General Office		
March	12	General Office		
March	16	General Office		
March	17	General Office		
March	24, 25, 26, 28,	Arizona Prevalence Study		
April	6, 7, 17, 18, 19			
May	9, 18			

Activity 10

MATERIALS DEMONSTRATION

Date	Area	No. Persons	No. Hours
Nov. 29	Machine (Talking Page)	2	8
Dec. 6	Instructional Materials	2	8
March 21	Instructional & Assessment Materials	15	8
May 17	BIA Workshop	70	8
April 8	Materials Exhibit	15	8
April 9	Materials Exhibit	15	8
Feb. 24	Materials Demonstration	2	2

Activity 11

REPORTING CONFERENCES

Date	Area	No. Persons	No. Hours
Dec. 4	National Advisory Committee	15	8
Dec. 5	National Advisory Committee	15	8
March 23	Deaf/Blind	15	8

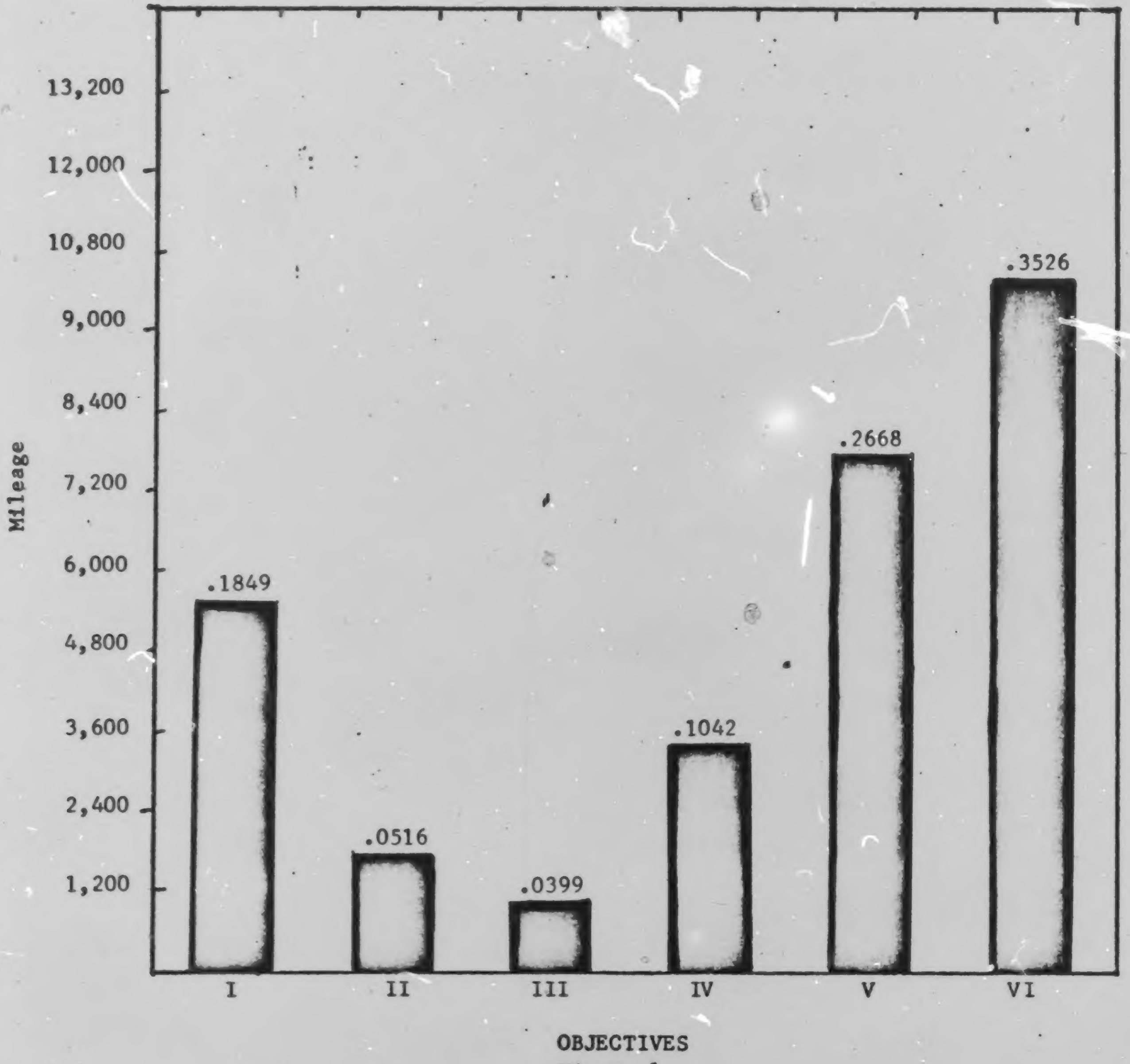
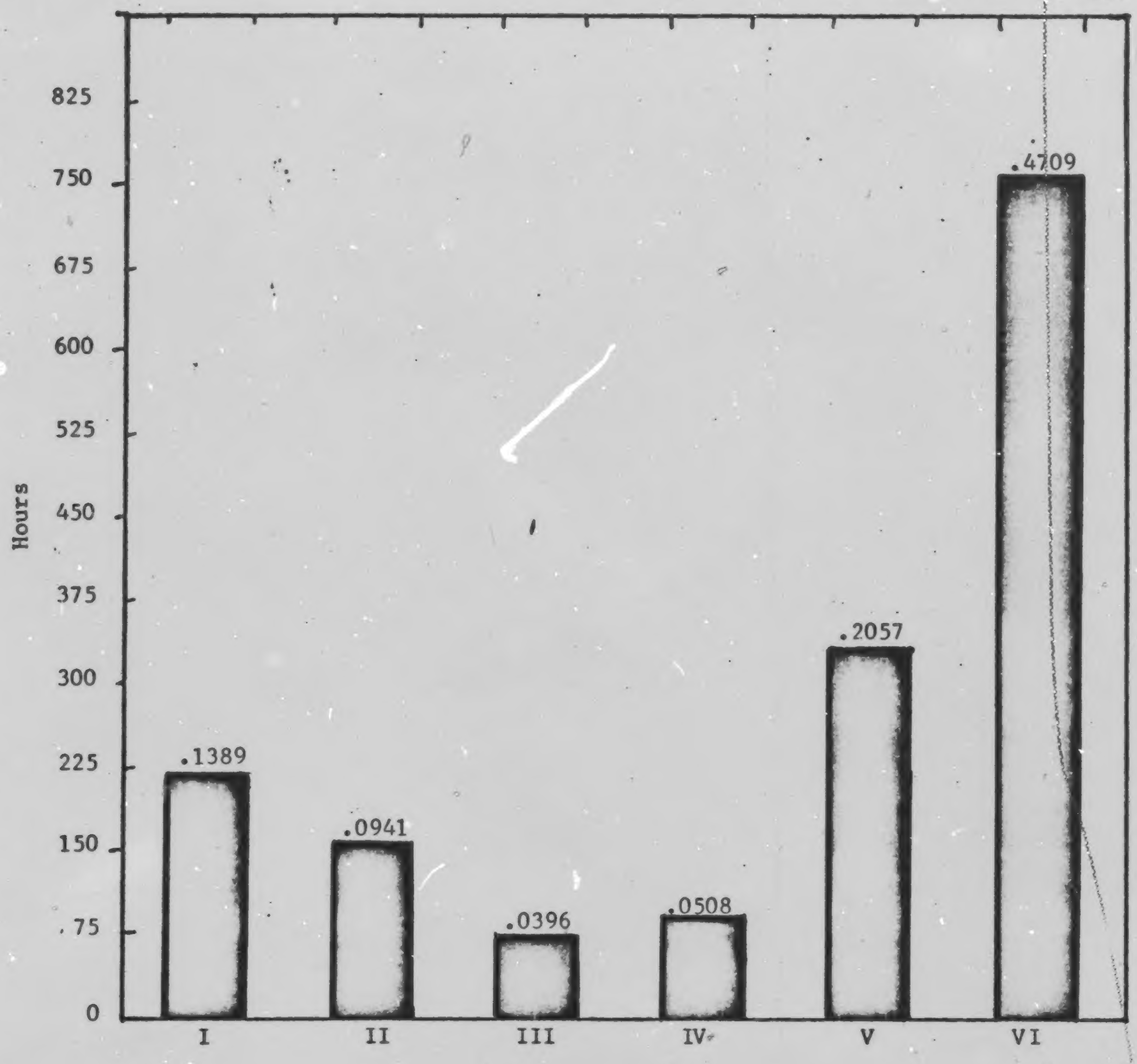


Figure 1

MILEAGE BY OBJECTIVE:
DIRECTOR TRAVEL

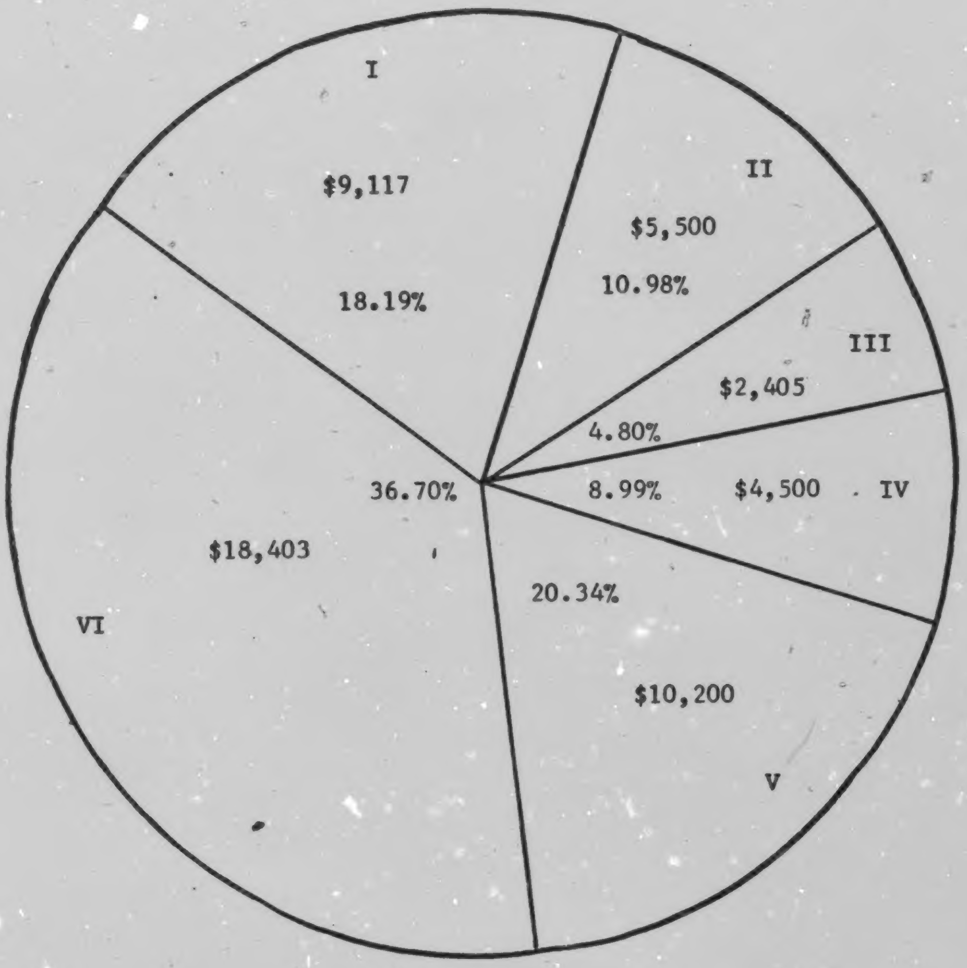
		Miles	Per Cent of Total
Objective I	-- Survey to Identify Handicapped	5,514	18.49
Objective II	-- Procedure for Diagnosis	1,540	5.16
Objective III	-- Resource Room Model	1,190	3.99
Objective IV	-- Develop SEIMC	3,110	10.42
Objective V	-- Plan Subsequent Phases	7,955	26.68
Objective VI	-- Develop Service Model	10,517	35.26
	TOTAL PROJECT MILEAGE	29,826	100.00



OBJECTIVES
Figure 2

HOURS OF DIRECTOR MANPOWER
BY OBJECTIVE

	Hours	Per Cent of Total
Objective I -- Survey to Identify Handicapped	224	13.89
Objective II -- Procedure for Diagnosis	152	9.41
Objective III -- Resource Room Model	64	3.96
Objective IV -- Develop SEIMC	82	5.08
Objective V -- Plan Subsequent Phases	332	20.57
Objective VI -- Develop Service Model	760	47.09
TOTAL DIRECTOR MANPOWER	1,614	100.00



$50,125

Figure 3

COST BY OBJECTIVE

		Cost	Per Cent of Total
Objective I	-- Survey to Identify Handicapped	$ 9,117	18.19
Objective II	-- Procedure for Diagnosis	5,500	10.98
Objective III	-- Resource Room Model	2,405	4.80
Objective IV	-- Develop SEIMC	4,500	8.99
Objective V	-- Plan Subsequent Phases	10,200	20.34
Objective VI	-- Develop Service Model	18,403	36.70
	TOTAL COST	$50,125	100.00

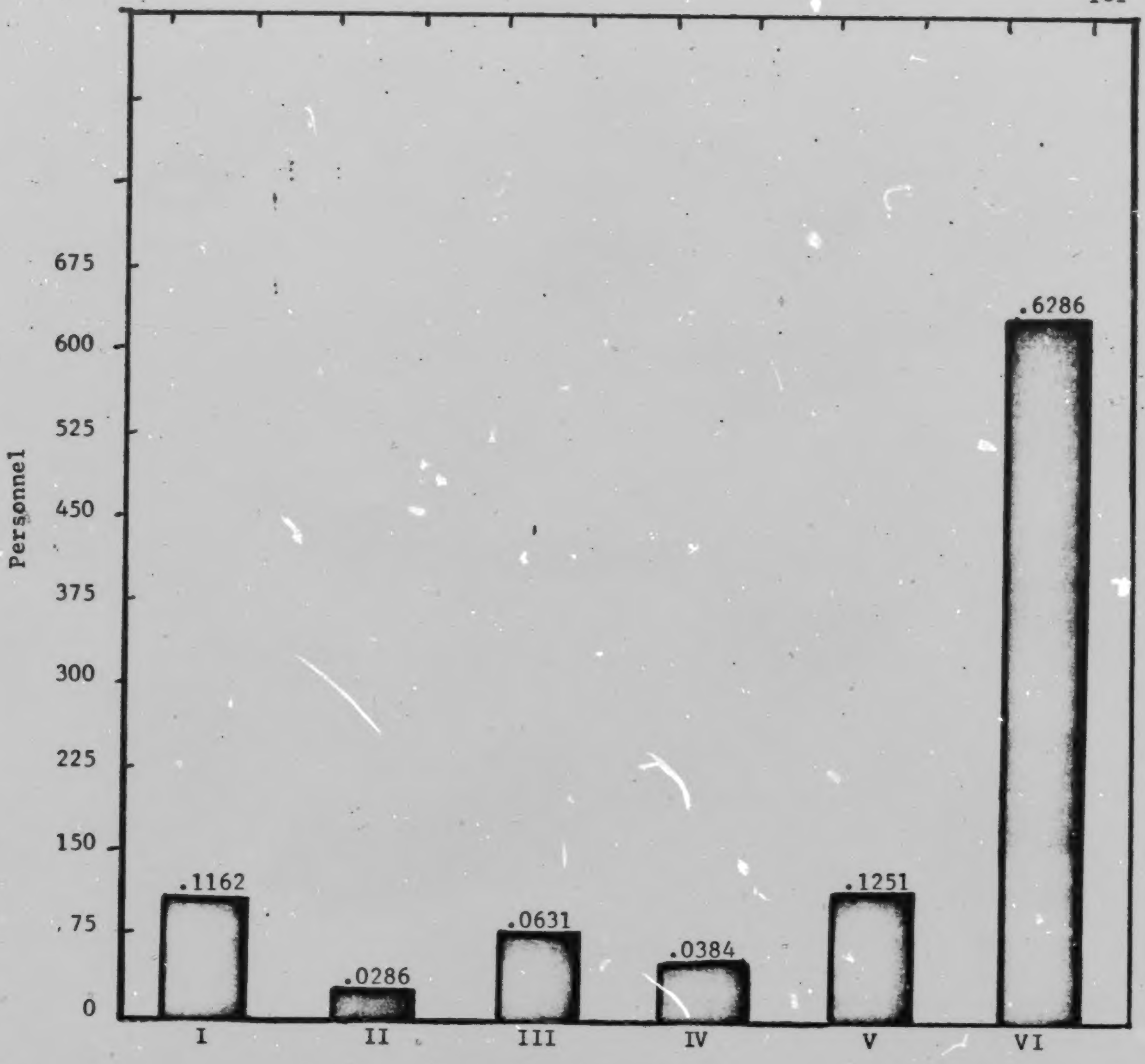


Figure 4

TOTAL PERSONNEL INVOLVED BY OBJECTIVE

	Personnel	Per Cent of Total
Objective I -- Survey to Identify Handicapped	118	11.62
Objective II -- Procedure for Diagnosis	29	2.86
Objective III -- Resource Room Model	64	6.31
Objective IV -- Develop SEIMC	39	3.84
Objective V -- Plan Subsequent Phases	127	12.51
Objective VI -- Develop Service Model	638	62.86
TOTAL PERSONNEL	1,015	100.00

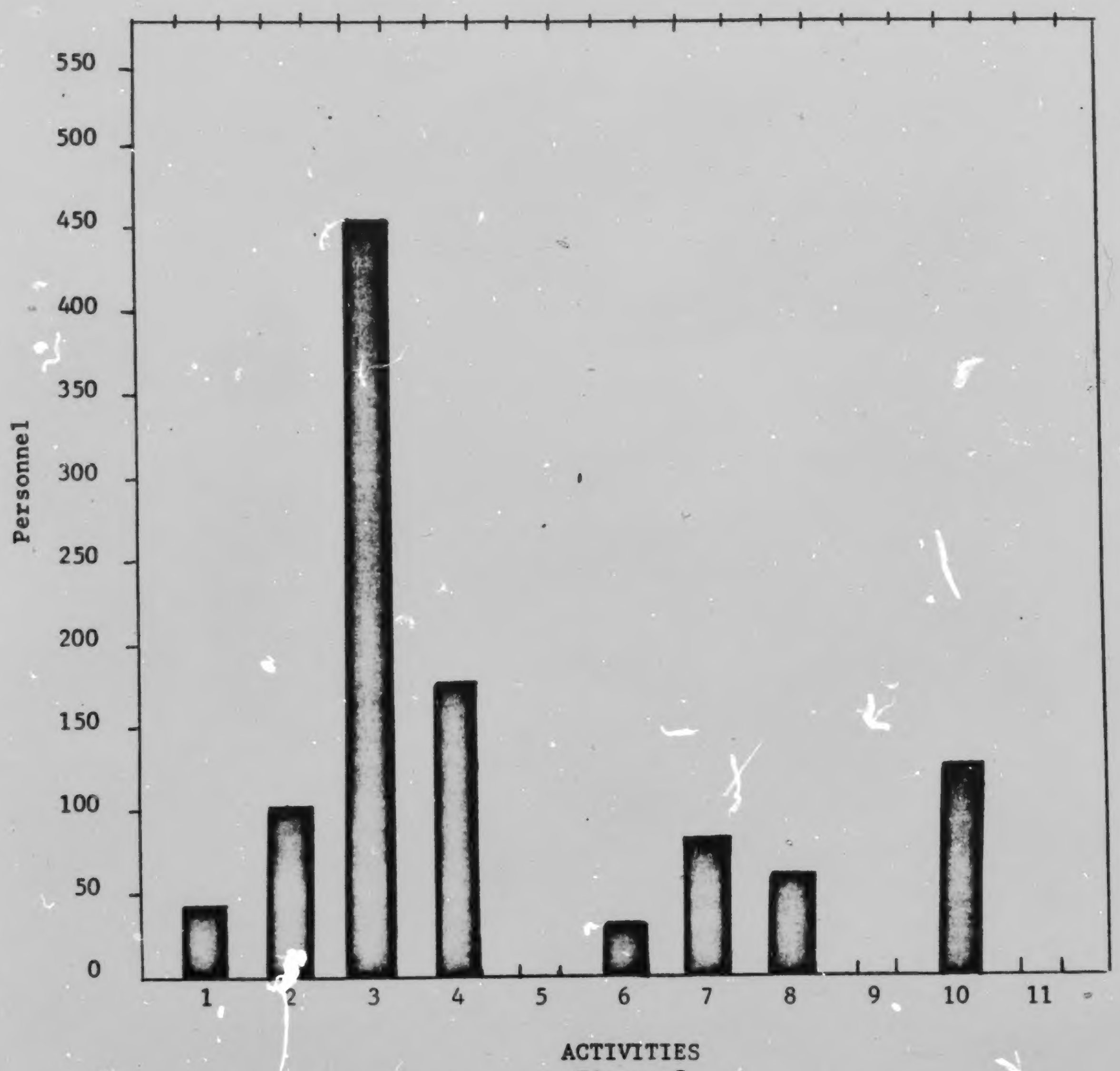


Figure 5

OBJECTIVE VI -- DIRECT SERVICES TO EDUCATORS BY ACTIVITY

	Number of Personnel
Activity 1 -- Needs Assessment	43
Activity 2 -- Planning Conferences	97
Activity 3 -- Workshops	437
Activity 4 -- Training Sessions	164
Activity 5 -- Task Force	0
Activity 6 -- Agency Coordination	23
Activity 7 -- Consultant Service	82
Activity 8 -- Student Evaluation	60
Activity 9 -- Administrative	0
Activity 10 -- Materials Demonstration	121
Activity 11 -- Reporting Conferences	0
TOTAL	1,027

TABLE VIII

NUMBER OF DIRECT PARTICIPANTS PROJECTED TO NUMBER OF STUDENTS INDIRECTLY AFFECTED BY CENTER ACTIVITIES

Services to teachers, aides, and administrators are expected to result in (1) increased rate of learning due to more precision in instruction, (2) more accurate student diagnosis, and (3) improved efficiency in administration.

The Indirect Student Service figures are arrived at by a singular count of educator participation in workshops, training sessions, materials demonstrations, and direct services to educators.

Activity	No. of Participants			No. of Students Indirectly Affected
	Teachers	Aides	Admin.	
Workshops	182	100	154	3,640
Training Sessions	64	27	40	1,280
Materials Demonstrations	63	22	21	1,260
Service Model Development			23	0
TOTALS	309	149	238	6,180

CHAPTER X

LASTING EFFECTS OF PROJECT

After a project has completed its activities and the personnel have departed, the effects of all the efforts linger behind. Some of those lingering effects are worthy of mention herein.

1. The Diffusion Change Agent Model (DCA) is a design used to train personnel. This model is a group interaction training design that provides for internalizing conceptual information by one individual, who then passes the training on to others, thereby causing a rippling effect. For example, the Contingency Management Workshop (March 4-7) was set up to train five teachers, along with their administrators and classroom aides, in the use of Contingency Management in the classroom. These five teachers, in turn, trained fifteen other teachers. Therefore, the effect of initial training, which would usually be limited to five rooms, will now be experienced in twenty. This stretches the training dollar and manpower effort to obtain maximum benefits.

The effectiveness of this approach was illustrated in two training sessions, and the model was later adopted in sessions conducted by other reservation agencies. This indicated that other reservation groups had either seen or heard of the DCA and had begun to use it as a training approach in other efforts.

2. One emphasis of the Navajo Education Resource Center was the inclusion of the Navajo aide or teacher in all training sessions. Thirty-four (34) Navajos were included in intensive training activities and were subsequently able to exhibit skills in educational activities that were not practiced prior to the training. An additional 225 Navajo teachers and aides participated in Headstart workshops and training sessions. The practice of preparing the Navajo to meet his own needs is in keeping with Navajo and Bureau of Indian Affairs philosophy.

3. Interaction between agencies was emphasized in many efforts in the school year 1973-1974. Most noticeable was the cooperative effort of the Arizona Prevalence Study, which was organized by the Navajo Education Resource Center and which combined the efforts of twenty agencies and twenty-two donated staff data collectors. Other cooperative efforts were conducted with the public schools, Headstart, Mental Health Services, Tribal Education Office, Public Health Services, Navajo Community College, Arizona Department of Education, IMC--SE of The University of Southern California, and BIA schools and agencies.

Many agencies and service systems on the reservation often duplicate services and efforts. In some cases, needs exist in certain schools which could be easily met by the expertise available in a neighboring agency.

A continued effort should stress the establishment of interagency communication and cooperation. Whether the cooperation begun in 1973-1974 will be maintained, or whether it will go uncultivated, must be evaluated by time.

4. It is felt that an elevated image of Special Education and the Special Educator was inscribed in the minds of educators through conducted activities and training and through leadership development.

5. The acceptance of Resource Rooms as a way to deliver individualized services to handicapped learners will continue and intensify. The forthcoming production of a service manual will support this effort.

6. A more comprehensive child evaluation practice will continue as a result of training and enlightenment.

7. Finally, the awareness of a need for full-service provision to all handicapped children will accompany information coming from both the Deaf/Blind Search and the Arizona Prevalence Study.

CHAPTER XI

TRAINING SESSIONS CONDUCTED

Training Session Title: "CONTINGENCY MANAGEMENT"

Conducted: Little Amercia, Flagstaff, Arizona

Dates: March 4-7, 1974

Participants:

Paula Garcia, Chuska
Carolyn DiPomayio, Chuska
Dorothy McCuller, Chuska
Tom Duran, Teec Nos Pos
Bobby Dean, Teec Nos Pos
Albert John, Teec Nos Pos
Arlene Jorgensen, Tuba City
Georgia Lucas, Tuba City
Cecelia Manygoats, Tuba City
Lyle Vice, Leupp
Dorothy Renfro, Leupp
Judy Thomas, Leupp
Wayne King, Chinle
Tom Armstrong, Chinle
Marlene Charlie, Chinle

Facilitators:

Helen Zongolowich, Greasewood
Helen Randall, Greasewood
Nancy Hyatt, Greasewood
Bruce Weston, Los Angeles, California
Laurine Ruleau, Window Rock
Roland Caster, Many Farms

Training Session Title: "CONTINGENCY MANAGEMENT"

Conducted: Federal Building, Gallup, New Mexico

Dates: April 8-9, 1974

Participants:

Faralie Spell
Dorothy Hirch
Ethel Yazzie
Wes Eby
Sammie Evans
Lynn Batchelor
Nancy Livingston
Rupert Bailey
Don Daughtery
Mattie Bellinger

Facilitators:

Helen Zonzolovich
Roland Caster

Training Session Title: "ARIZONA STATE PREVALENCE STUDY--DATA COLLECTION"

Conducted: El Rancho Hotel, Gallup, New Mexico.

Dates: April 10-12, 1974

Participants:

Winona Marianito
Perry Joe
Eddie Anderson
Jimmy Williams
Norman Wilcox
Jack Geringer
Dorlita Taylor
Mike Lawson
Elizabeth Murphy
Ted Pienta
Gale Powers
Carolyn Shumwell
Peggy Lamberton
Bill Sakai
Charlene Crosby
Vikki Tripp

Facilitators:

Rosa McGrath, Riverside, California
Dr. Shitala Mishara, University of Arizona, Tucson, Arizona
Roland Caster, Many Farms, Arizona

Training Session Title: "PSYCHOMETRIC TRAINING"

Conducted: Tuba City Boarding School, Tuba City, Arizona

Dates: February 6-7, 1974
March 13, 1974

Participants:

Jack Geringer
Dorlita Taylor

Facilitator:

Roland Caster

REGISTERS OF TRAINING SESSION PARTICIPANTS

Training Session Title: "EARLY IDENTIFICATION OF THE HANDICAPPED"

Conducted: BIA Training Center, Continental Divide, New Mexico.

Dates: May 28-31, 1974

Participants:

Group I

Sarah Foster, Chinle
Ruth Good, Pinon
Stephen Wallace, Crownpoint
Rita Stahl, Pine Springs
Viola Grantham, Dennehotso
Paula Garcia, Chuska
Christell Ward, Beclabito
Blanch Barrows, Navajo Mountain

Group II

Marvin Chee, Cottonwood
Roselie LaCount, Low Mountain
Vickie Sonne, Dzilth-na-o-dith-hle
Dona Etcitty, Greasewood
Janet Grappenstetter, Wide Ruins
Virginia Daniels, Nenahnezad
Minnie Johnson, Toadlena
Helene Ward, Kaibeto

Group III

Arlie Weaver, Cottonwood
Joyce Riding In, Wingate
Mark Sonne, Dzilth-na-o-dith-hle
Julie Moss, Crystal
Rose Begay, Seba Dalkai
Charles Copeland, Teec Nos Pos
Mary Smith, Aneth
Terry Thaurer, Dennehotso

Group IV

Joyce Torro, Lukachukai
Ella George, Wingate
Eunice Hoover, Dzilth-na-o-dith-hle
Catherine King, Hunters Point
Beverly Crowe, Chuska
Leion Ashley, Teec Nos Pos
Penny Radolavich, Aneth
Diane Allis, Kayenta

Navajo Education Resource Center

Group V

Ann Williams, Nazlini
Evelyn Hill, Crownpoint
Ray Joe, Chichiltah
Mary McCormack, Kinlichee
Charla Weeks, Toyei
Richard Harjo, Sanostee
Barbara Curley, Teec Nos Pos
Velma Isenberger, Kayenta

Facilitators:

Ted Pienta, Chinle, Arizona
Mike Lawson, Leupp, Arizona
Dollye Lawson, Leupp, Arizona
George Holt, Michigan
Helen Zongolowicz, Greasewood, Arizona
Laurine Ruleau, Window Rock, Arizona
Roland Caster, Many Farms, Arizona

Training Session Title: "ADMINISTERING THE PEABODY INDIVIDUAL ACHIEVEMENT TEST:

Conducted: Teec Nos Pos Boarding School, Teec Nos Pos, Arizona

Dates: February 27-28, 1974
March 14, 1974

Participants:

Charlotte Short
Darleen Litson
Lola Begay
Judy Charley
Helena Bizardi

Facilitator:

Mike Lawson

CHAPTER XII

PROJECT CONSULTANTS AND CONSULTANTS AND TRAINERS FOR FIELD ACTIVITIES

PERSONNEL USED AS PROJECT CONSULTANTS

Dr. Robert Hall, Director
Division of Post Secondary and Adult Education
Bureau of Indian Affairs

Max F. Harringer, Acting Deputy Chief
Division of Post Secondary and Adult Education
Bureau of Indian Affairs

Dr. Frank N. Hall, Education Specialist
Division of Post Secondary and Adult Education
Bureau of Indian Affairs

Laurine Ruleau, Education Specialist
Navajo Area Office
Bureau of Indian Affairs

Bruce Weston, Assistant Director
IMC--SE -- University of Southern California

Dr. Richard Petre, Acting Director
Southwest Regional Resource Center

George Holt, Education Specialist
Title VI Project Evaluation
Bureau of Indian Affairs

CONSULTANTS AND TRAINERS:
FIELD ACTIVITIES

Jack Geringer
Helen Zongolowicy
Dorlita Taylor
Mike Lawson
Dollye Lawson
Elsie Kanyid
Helen Randall
Nancy Hyatt
Elizabeth Murphy
Winona Marionito
Norman Wilcox
Ted Pienta
Bob Dean
Gale Powers
Carolyn Shumwell
Jeanine Matney
David Passorell
Norman Jensen
Paula Garcia
Marjorie Jimmie
Arlene Jorgensen

APPENDIX A:

AN EXPERIMENTAL OR MODEL APPROACH TO IMPLEMENTATION OF A PREVALENCE STUDY WITHIN THE STRUCTURE OF EDUCATIONAL SERVICES FOR AN INDIAN RESERVATION

AN EXPERIMENTAL OR MODEL APPROACH TO IMPLEMENTATION OF A PREVALENCE STUDY WITHIN THE STRUCTURE OF EDUCATIONAL SERVICES FOR AN INDIAN RESERVATION

A Study
Presented to
The Bureau of Indian Affairs
and to
The Bureau of Education for the Handicapped

by
P. Roland Caster, Director
Navajo Education Resource Center
Many Farms, Arizona

27

Prevalence Study

Navajo Reservation
1974

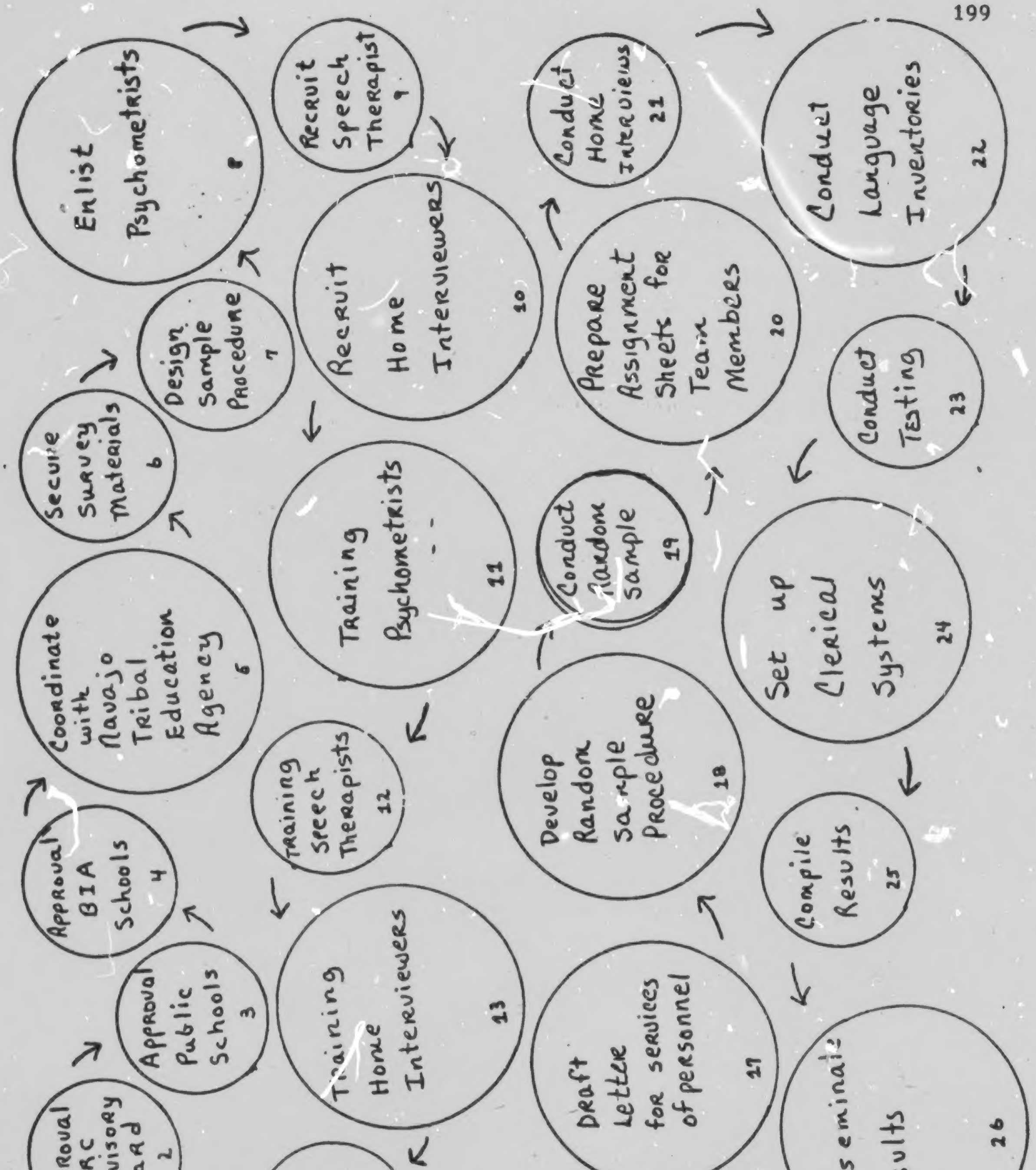
In Cooperation with:
Arizona Department of Education

Cooperative Agents:

Navajo Tribal Education Agency
Bureau of Indian Affairs
Navajo Office of Economic Opportunity
U.S. Public Health Service

Funded by:
Navajo Education Resource Center

2-8


Agreement with Arizona Department of Education 1
Approval NERC Advisory Board 2
Approval Public Schools 3
Approval BIA Schools 4
Coordinate with Navajo Tribal Education Agency 5
Secure Survey Materials 6
Design Sample Procedure 7
Enlist Psychometrists 8
Recruit Speech Therapist 9
Recruit Home Interviewers 10
Training Psychometrists 11
Training Speech Therapists 12
Training Home Interviewers 13
Select Testing Sites 14
Contact Each Administrator 15
Draft Letter to Administrator 16
Draft Letter for services of personnel 17
Develop Random Sample Procedure 18
Conduct Random Sample 19
Prepare Assignment Sheets for Team Members 20
Conduct Home Interviews 21
Conduct Language Inventories 22
Conduct Testing 23
Set up Clerical Systems 24
Compile Results 25
Disseminate Results 26

Navajo Education Resource Center
Prevalence Study

Activity

1. Enter into agreement with State Dept. of Education -
2. Get approval from Advisory Board -
3. Get approval from Public Schools -
4. Get approval from BIA Superintendents and Staff -
5. Coordinate with Tribal Education Agency -
6. Secure materials from Arizona Dept. of Education -
7. Design Sample Procedure -
8. Enlist testers: psychometrists -
9. Recruit - Speech Therapist -
10. Recruit - Home Interviewers -
11. Arrange and conduct training for: Psychometrists -
12. Arrange and conduct training for: Speech Therapists -
13. Arrange and conduct training for: Home Interviewers -
14. Select Testing Sites -
15. Contact each Administrator -
16. Draft letter to each Administrator with dates and procedures -
17. Draft letter to Administrators of Volunteer Personnel requesting permission for their services -
18. Devise Random Sample Procedure -
19. Conduct Random Sample -

20. Prepare Assignment sheets for each team member

21. Actual Process:

    21A. Conduct Home Interviews in 10 Selected Sites

    21B. Conduct Language Inventories in 10 Selected Sites

    21C. Conduct Testing in 10 Selected Sites

22. Set-up Clerical system

    22A. Compile Folders on each child

    22B. Complete forms on each child

23. Compile results

24. Ship results to Arizona Dept. of Education, Tribal Education Association BIA

Agreement for Prevalence Study

The State Department of Special Education, Arizona Department of Education, planned to conduct a prevalence study in Arizona for the purpose of determining the frequency of handicapping conditions in school aged boys and girls. This statistical data would be the justification needed to approach the Arizona Legislature for an increased level of funding.

The original design was restricted to the southern portion of the state, leaving the Navajo Reservation out of the sample. The Navajo Education Resource Center approached the State Department of Education November 15, 1973, about the possibilities of including a Navajo sample in the State study.

This was met with approval under the condition that the Navajo Education Resource Center organize and conduct the sampling process. The original state budget could not provide for this added expense.

The Navajo Education Resource Center agreed to assume this responsibility for the Navajo Reservation.

Since this agreement the original state prevalence study has been expanded to include other Indian Tribes within Arizona.

The sample number suggested for the Navajo Reservation was 240. This would be roughly .25%.

Navajo Education Resource Center
Advisory Board Approval

The NERC Advisory Board met on December 4 and 5, 1973, in Albuquerque. At that time, the prevalence study was introduced and the constraints in terms of manpower, time and budget were considered.

It was felt that the sample from the Navajo Reservation could be accomplished, but only in terms of a reduced sample population.

The original estimate of 240 would require a cadre of trained psychometrist and Speech Therapists either on staff with BIA or Public Schools, or the budget to hire them for the survey. Neither the personnel nor the budget was available.

It was felt by the board that the Navajo sample, no matter how small, should be included in the total study.

Navajo Education Resource Center

Approval Public Schools

Upon being informed of the sites selected for sampling, the office of Dr. John Potts, Director of Special Education contacted the five specified schools and secured their consent and approval.

The five schools selected for the sample were:

Tuba City
Chinle
Ganado
Leupp
Kayenta

Navajo Education Resource Center
Programs for Handicapped Children
P. O. BOX 275
MANY FARMS, ARIZONA 86503

P. Roland Caster, Director
Nina B. Beno, Secretary

Telephone:
602 - 781 - 6325

January 25, 1974

Karen Davis
Division of Special Education
Pima County School Office
131 W. Congress
Tuscon, Arizona

Dear Karen:

The following is a list of the public schools where we wish to conduct our sampling activities at grade levels 1, 3, and 5.

Tuba City Public School
Chinle Public School
Kayenta Public School
Leupp Public School
Ganado Public School

If you could arrange to have the administrators contacted I would
a
Appreciate it.

I plan to make a personal contact with each school during February to coordinate this activity with local staff.

Sincerely,

Roland Caster
Director

RC/crc

Approval BIA Schools

Coordinated planning was first conducted with Laurine Ruleau, November 16, 1973.

Conference was set up with Area Superintendent, Mr. Abe Tucker, to explore the use of BIA students in the sample. The conference was conducted November 26, 1973, and approval was given.

Navajo Education Resource Center

Programs for Handicapped Children

P. O. BOX 275

MANY FARMS, ARIZONA 86503

P. Roland Caster, Director
Nina B. Beno, Secretary

Telephone:
602 - 781 - 6325

January 25, 1974

Laurine Ruleau, Educational Specialist
Department of Special Education
Navajo Area Office
Bureau of Indian Affairs
Window Rock, Arizona 86515

Dear Laurine:

As per our telephone conversation, the following BIA boarding schools are demographically most desirable for the planned Arizona Prevalance Study,

Tuba City
Chinle
Kayenta
Greasewood
Luepp

If this selection meets with your approval, would you please secure official BIA sanction from your Area office for me to contact these administrators and enlist their cooperation in this study.

We will do a random sample of 20 students at grade levels 3 and 5, approximately 4 per school.

The sample inventory will follow the design of Jane Mercer's Pluralistic approach. This includes the home interview with the adaptive behavior scale conducted by a Navajo interviewer. Written approval is obtained by this interviewer for formal evaluation to be conducted.

The 1973 version of the Wechsler Intelligence Scale for Children, and arithmetic and reading subtests fo the Metro 70 are administered by a psychometrist. The Language inventory and sections of the Bender and Perdue Perceptual - Motor Inventory are administered by the Speech Therapist.

The same activity will be conducted concurrently with five public schools. The only exception will be the inclussion of first graders in that sample.

Information will be turned over to the Arizona Department of Education where it will be compiled with data coming from other state areas. The compiled report will develop information regarding frequency of handicapping conditions.

BEST COPY AVAILABLE

This information will be used to develop program plans for educational services and secure funds from the Arizona Legislature for those programs.

Our sample number (total 60) will be smaller than desired. This number was reduced because of limited funds and trained personnel needed to conduct a larger effort.

It is my plan to conduct a larger study in SY 1974-1975 in cooperation with the Navajo Education Agency who will provide the funds through a Title IV grant.

This sample (1974-1975) will include approximately 400 students and will be large enough to be statistically reliable for projecting program needs.

The 1973-1974 effort will result in a training experience that should develop sufficient numbers of trained personnel for a larger effort.

Sincerely,

Roland Caster, Director
Navajo Educational Resource Center

Coordination with Tribal Education Agency

Contact person with the TEA has been Ms. Jane Murphy. Coordinating and planning sessions were held November 16, 28, December 12, and February 27, 1973-1974.

During these sessions a sample budget was planned for submission to a Title project which would provide funds for a more comprehensive survey in SY 1974-1975. This proposal was submitted by the TEA.

The use of field personnel, of the TEA, as Home Interviewers was discussed and written into this plan. The TEA, then, becomes the source of some of the manpower needed for the study.

Secure Survey Materials

The prevalence study will consist of the following sections:

1. Wisc '73
2. Metropolitan '70
    Reading
    Arithmetic
3. Physical Dexterity Battery
4. Speech Screening Inventory
    (Templin - Darley Articulation Test)
5. Adaptive Behavior Inventory
    Sociocultural Modality Index
    Health History and Impairment Inventory
6. Teacher Rating Scale

Items 3, 5, and 6 were supplied by the State Department and picked up on January 24, 1974. Item 4 was purchased and has been delivered. Items 1 and 2 are to be supplied by the State Department but have not yet arrived.

STATE INCIDENCE STUDY
Navajo Reservation
Budget

ADMINISTRATION	$ 915.00
TRAINING	1840.00
TESTING EXPENSES	1890.00
TOTAL	$4645.00

STATE INCIDENCE STUDY
Navajo Reservation
Itemized Budget

ADMINISTRATION

Travel and Per Diem		$ 390.00
Printing		50.00
General Supplies		150.00
Postage		25.00
Telephone		200.00
Xerox Charges		100.00
Sub-Total		$ 915.00

TRAINING

2 day session for 25 people (food and lodging)		$ 600.00
Travel to and from Workshop for 20 people		450.00
Consultants Jane Mercer's team		
2 people	$400.00	
Per Diem	150.00	
Travel, Air Fare	240.00	790.00
Sub-Total		$1840.00

TESTING EXPENSES

Testing Materials	350.00
Travel: Psychometrist (2500 miles)	
Home Interviewers (2500 miles)	
Speech Therapist (2000 miles)	700.00
7000 miles @ 10¢	

PER DIEM

Psychometrist (20)	
Speech Therapist (15)	
35 days @ $25.00	875.00
Sub-Total	$1980.00

GRAND TOTAL	$4645.00

243

Sample Procedure: Design

The initial Prevalence Study design utilizing Jane Mercer's Pluralistic approach was developed by the Arizona Department of Education (attached) and will be the design of the study for the Navajo Reservation.

Strategy for the implementation of the design will be as follows.

Number of students in sample	- 60 (30 each sex)
Grade levels	- 1, 3, 5, (20 students per level)
Schools in sample	- BIA and public

BIA: Tuba City
Chinle
Kayenta
Leupp
Greasewood

PUBLIC : Tuba City
Chinle
Kayenta
Leupp
Ganado

Distribution of Students

	BIA	PUBLIC	1st	3rd	5th	TOTAL
Tuba City	4	8	0 4	2 2	2 2	12
Chinle	4	8	0 4	2 2	2 2	12
Kayenta	4	8	0 4	2 2	2 2	12
Leupp	4	8	0 4	2 2	2 2	12
Greasewood (BIA)	4		0	2	2	4
Ganado (PUBLIC)		8	4	2	2	8
First	0	20				
Third	10	10				
Fifth	10	10				

OVERVIEW

The research proposal outlined below is addressed to the single most critical problem facing Special Education in Arizona today: no one knows the number of children in the State that need special education services or what kinds. The identification of Arizona's exceptional school population is not an easily resolved matter, especially when one considers the diverse cultural back grounds of the people of Arizona. With the passing of a mandatory special education bill by the State to provide special education services for identified handicapped children by 1976, the need for providing a strategy that would identify these children is readily apparent. The proposed strategy for identifying gifted and handicapped children will provide statewide incidence figures for the various classifications of exceptionality and give additional information concerning children's adaptive behavior and the sociocultural characteristics of the children's families.

INTRODUCTION

National incidence rates suggest that 16.94% of a State's public school enrollment requires some kind of special education services, according to the following categorical distribution:

Areas of Exceptionality	National Incidence (percentages of school-age population)
Educable Mentally Handicapped	2.50
Trainable Mentally Handicapped	.50
Physically Handicapped	.75
Speech Handicapped	5.00
Hearing Handicapped	.90
Deaf	.06

Visually Handicapped	.20
Blind	.03
Learning Disabled	3.00
Emotionally Disturbed	2.00
Gifted	2.00
Multiple Handicapped (Combination of two or more of the above)	
Total	16.94%

To what extent national figures are applicable to Arizona, with its complexity of geographic, economic, and cultural factors, is not certain. Planning and programming for special education and earmarked funding for identified exceptional children mandates that reliable diagnostic and evaluation data be available. To meet this need an incidence study is proposed that will include the areas of exceptionality as delineated in the 1973-74 Administrators's Guide, Arizona State Department of Education, using samples of Indian, Mexican-American, Black, and Anglo children. A subset of information will also be collected for these ethnic samples that is attuned to the sociocultural characteristics of the families of elementary school children using Jane Mercer's[1] pluralistic assessment techniques. The collection of data that allows pluralistic assessment to be conducted is felt necessary in view of existing cultural differences between ethnic groups. Mercer has shown that when traditional standardized assessment instruments are used, disproportionately large numbers of children of Black and Mexican-American heritage are placed in classes for the mentally retarded. Pluralistic assessment techniques attempt to reduce this test bias when assessing rate of retardation by taking the sociocultural characteristics of the child's family into consideration when interpreting IQ and adaptive behavior scores. Using this approach, a child's performance will be compared with other children with comparable sociocultural backgrounds and who, presumably, have had similar opportunities to acquire the knowledge and skills needed to answer the questions on an intelligence test and pass the items of the adaptive behavior scale.

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[1] Mercer, Jane R. Labeling the Mentally Retarded. - Berkeley: University of California Press, 1973.

DESIGN OF THE STUDY

The sampling procedure that will be employed in the proposed study is given below:

N	Ethnic Group	N per Urban	N per Rural	N per Grade**
312	Anglo	156	156	26 urb/26 rural
312	Mexican- Am.*	156	156	26 urb/26 rural
312	Indian	0	312	52 rural
312	Black	312	0	52 urban
Total N=1248				

*Spanish Surname

**Grades 1,3,5,7,9 and 11 with an urban-rural split for Anglos and Mexican-Americans.

Because of logistical considerations (time, money, personnel) all children included in the study will be selected from within Pima County. Evidence will be provided indicating the degree to which the school-age population of Pima County is representative of the state. The total number of children (N=1248) that will be involved in the study represents approximately .25 percent of the entire school population of Arizona (482,619).[2] The four major ethnic groups found within the State will be represented equally (N-312) in an effort to obtain a statistically defensible rate of exceptionality per ethnic group. Children in grades 1,3,5,7,9, and 11 (N=52 per grade) will be included in the study for each ethnic group. In anticipation of differential rates of exceptionality between urban and rural Mexican-Americans and Anglos, respectively, one-half of the children selected at each grade level will be from the metropolitan Tucson area and one-half will be selected from outlying rural areas (the urban-rural split is not considered feasible for the Indian and Black ethnic groups due to the low incidence of urban Indians and rural Blacks in Pima County). Fifty percent of the children selected at each grade level will be female and male, respectively, due to procedural demands of Mercer's pluralistic assessment work. One would anticipate a similar breakdown by sex, however, simply by virtue of random sampling procedures.

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[2] ADM for 1972-73 School Year, Arizona State Department of Education

The Indian sample will consist of Papago Indian children enrolled in the schools* of Sells, Arizona. The first, third, fifth, seventh, ninth, and eleventh grade Papagos will be randomly selected from the enrollment rosters. The Black and urban Anglo and Mexican-American samples will be randomly selected from the enrollment rosters of metropolitan Tucson schools. And the rural Anglo and Mexican-American samples will be randomly selected from the enrollment rosters of the schools in Marana, Arizona.

In cooperation with the Division of Special Education, criteria will be established for the following exceptionality classifications: gifted, EMH, TMH, specific learning disability, hearing handicapped, visually handicapped, speech handicapped, and physically handicapped. Administration of the *WISC*, *Metropolitan Reading* and *Arithmetic* subtests, *Bender-Gestalt*, a *speech screening procedure*, and the collection of current information regarding *vision*, *hearing*, and *physical* disability will provide data that will be used to establish exceptionality incidence figures for all children in grades 1,3,5,7,9, and 11. Using this information, statewide incidence figures will be generated on a proportionate basis if the incidence frequencies are not comparable across the four ethnic groups. That is, the data will provide incidence frequencies for the various areas of exceptionality for each ethnic group. Using this data and the ethnic percentages of school-age children in Arizona (70.2% Anglo, 20.3% Spanish-surname, 4% Black, and 5% Indian)[3], it will be possible to project incidence figures of exceptionality on a statewide basis. It will be necessary to interpolate the respective incidence figures for grades 2,4,6,8,10, and 12 and make similar statewide projections to provide a comprehensive listing exceptionality incidences.

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*Because incidence rates of exceptionality will be projected for the state on the basis of the results of the study, schools will be selected, whenever possible, that are considered to be representative of the population in question. In addition, detailed descriptions will be provided of the schools.

In grades 1,3, and 5, Mercer's pluralistic assessment techniques would also be conducted. Using this procedure, the mother will respond in an interview administered by a trained interviewer to the following:

1. The Adaptive Behavior Inventory for Children. ABIC consists of a series of age-graded questions which include items covering the child's usual role performance outside of academic achievement.

2. The Health History and Impairment Inventory. HHII is a series of non-technical, non-medical questions about past or present physical illnesses or impairments.

3. The Sociocultural Modality Index, a measure of socialization milieu.

The following information is to be derived from the child:

1. Hearing and Vision. The current results of hearing and vision examinations will be recorded at the time of sample selection by the project's interviewer-supervisor.

2. Wechsler Intelligence Scale for Children (WISC). Each child in the sample will be administered the 1973 version of the WISC.

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[3] Racial-Ethnic Survey; Spring, 1972; Arizona State Department of Education.

3. The Physical Dexterity Battery. The PD battery is a 4 part series of items, covering gross and fine motor dexterity, and visual-motor coordination and development. The Bender Gestalt test, height and weight measurements and an evaluation are included.

Item 2 and 3 are to be administered by school psychologists, psychometrists, and graduate student interns in training programs who are familiar with the WISC.

PIMA COUNTY SPECIAL SERVICES COOPERATIVE

Office of Pima County
Superintendent of Schools
Pima County Government Center
131 West Congress Street
Tucson, Arizona 85701
Phone 792-8451

FREDERICK JIPSON
Program Director

OCT 1973

October 22, 1973

Dr. John Potts
Arizona Department of Education
Division of Special Education
1535 West Jefferson
Phoenix, Arizona 85007

Dear John:

I am enclosing a revised budget projection for the Arizona incidence study proposal we submitted recently. This budget revision reflects an effort to reduce total budget closer to $75,000 in response to your concern about the $97,000 figure. In order to bring this enclosed budget to the $80,620 figure, I have done the following things:

1. Dropped the eleventh grade from the evaluation sample. This reduces the sample size by 208, resulting in significant lowering of budget. If necessary, we could drop the ninth grade sampling, saving an additional $3536. However, we feel this would weaken the study very much since we expect some incidence change above grade seven due to attrition.

2. Dropped the salary for the research assistant from the budget since I understood from Karen that this would not be included in the budget anyway.

3. Tightened up various items in the budget as much as I felt we dared and still allow for some operational latitude. It is virtually impossible to project mileage, for instance, to do the home interviews since not even the Indian Oasis school district can tell us exactly where certain parents live.

I just discovered the other day that we will probably have to rent trailers to allow at least six testers to operate in each school district to complete the testing on time. So, as you can see, there are possible procedural variables that we can't predict exactly at this time.

25

I hope this revision will be more approvable in terms of your funding limitations. I must again stress that the cuts reflect a weakening of the design we proposed. We look forward to your decision on the study proposal.

Sincerely,

Fred

Fred Jipson
Program Director

FJ:cbg

Enclosures

ARIZONA INCIDENCE STUDY

Supplementary Schedule - Budget Itemization

ADMINISTRATION

Contracted Services	
Dr. Dan Reschly - Supervision and scheduling of Psychometric staff, on-going consultation on research design and analysis of data	$ 3,000.
Travel for Administration	600.
General Supplies - Administration	700.
Xerox Charges	750.
Postage	75.
Printing Costs	200.
Telephone Charges	700.
Capitol Outlay - Furniture for Research Manager	900.
Administration Total	$ 6,925.

OPERATION

Contracted Services - Psychometric Services 1040 Subjects @ $12.50/Battery (excludes Grade 11)	13,000.
Metropolitan Test Administration @ $25 per day	1,175.
Pluralistic Assessment home interviews 650 subjects @ $12.50/interview+	8,125.
Computer Analysis	
Card Punching (15,000 cards)	2,000.
Programming - Consulting Services	3,000.
Data Coding Personnel	5,000.
Computer Time and Materials	3,000.
Speech Screening - 80 days @ $40/day	3,200.
Consultant Services - Misc. Cons. Time for on-going problem solving, assistance from Coop. psych staff for school scheduling arrangements, etc.	3,000.
Travel	
Psych Testing 25,000 miles for 500 days	2,500.
Metropolitan Testing 12,500 miles	1,250.
Home Interviews 156 trips @ 68mi/trip	1,000.
Travel and PerDiem for Operations Consultants, Trainers, etc.	1,000.
Materials and Supplies	
Wechsler Kits 15 @ $50. ea.	750.
Metropolitan Tests 70 class sets	1,200.
Bender Tests 15 @ $25. ea.	375.
Adaptive Behavior Scales, other Mercer Materials	500.
Misc. Operations Supplies	150.

Arizona Incidence Study
Supplementary Schedule - con't
Page 2

Training	
4 Days - Mercer Staff	$ 400.
Stipends - Training Program	500.
Payments to Parents - Home interviews @ $5/640 S's	3,200.
Rental of Trailers for Testing at Sells and Marana 2 Trailers @ $125/month for 7 months	1,750.
Operation Total	$73,585.
GRAND TOTAL	$80,620.

Psychometrists

The psychological evaluation activities will be conducted by psychometrists and those who qualify as psychometrists in accordance with state standards as approved by the Director of Navajo Education Resource Center.

A search will be conducted to find staff members on the reservation with these qualifications' and permission for release time from their regularly assigned duties to assist the study will be arranged.

Travel and training expenses will be provided by the Navajo Education Resource Center.

Eight psychometrists could process the 60 students by evaluating 7.5 students apiece. By evaluating two students daily, the total time spent in testing would be approximately four days. Two days spent in training and orientation would bring total days away from regular jobs to six.

Psychometrists would administer the WISC '73, Metropolitan '70 Reading and Arithmetic scales.

TESTING ACTIVITY:

		Per Diem
Tuba City		
2 Psychometrists in residence	12 Students	
Psych. # 1	8 Students	
Psych. # 2	4 Students	
Leupp		
1 Psychometrist in residence	12 Students	
Psych. # 1	8 Students	
Tuba Psych.	4 Students	2 Days
Chinle		
1 Psychometrist in residence	12 Students	
Psych. # 1	8 Students	
Outside Psych.	4 Students	2 Days
Greasewood		
1 Psychometrist in residence	4 Students	
Psych. # 1	4 Students	

			Testing
Ganado			
		8 Students	
	Outside Psych.	8 Students	4 Days
Kayenta			
		12 Students	
	Outside Psych.	12 Students	6 Days

Speech Therapists

The language and articulation inventory will be conducted by Speech Therapists. Qualified Therapists now employed on the reservation will be recruited and arrangements made for release time from regularly assigned positions.

The Templin-Darley Articulation Inventory has been selected for use. Administration time is approx. 25-30 minutes. One therapist could screen approximately eight students per day. Three therapists could screen 20 students apiece in 2.5 days. When converted to travel time it would equal 3.4 days.

The Speech Therapist will also administer the Physical Dexterity Battery.

SPEECH INVENTORY ACTIVITY

Teec Nos Pos Therapist -

Screen: Kayenta		12 Students
Tuba City		12 Students
		24 Students
Miles traveled - 360		
Days (Per Diem) @ $25	$125	
5 Students per day		
5 Days		

St. Michaels Therapist -

Screen: Leupp		12 Students
Greasewood		4 Students
		16 Students
Miles traveled - 375		
Days (Per Diem) @ $25	$ 75	
5 Students per day		
3 Days		

Crownpoint Therapist -

Screen: Chinle		12 Students
Ganado		8 Students
		20 Students
Miles traveled - 370		
Days (Per Diem) @ $25	$100	
5 Students per day		
4 Days		

HOME INTERVIEWERS

The home interviewers will administer the Adaptive Behavior Inventory for Children (ABIC), Health History and Impairment (HH&I), and Sociocultural Modality Index (SMI). They will also secure signed permission from the parents for the testing to be conducted. This will be done in the native language and in the home.

This requires that the HI be the first team member on the field and that many miles will be driven to the scattered homes. All HI's will be Navajo adults.

By scheduling the HI one interview per day and alloting five days for the interviews, it is felt that minimum of 12 interviewers should be trained.

The training will be done in a two day session by Jane Mercer's team. All travel and training expenses will be provided by the Navajo Education Resource Center.

HOME INTERVIEW

Tuba City		12 Students
	H. I. # 1	5 Students
	H. I. # 2	5 Students
	H. I. # 3	5 Students
Leupp		12 Students
	H. I. # 3	2 Students
	H. I. # 4	5 Students
	H. I. # 5	5 Students
Greasewood		4 Students
	H. I. # 6	4 Students
Ganado		8 Students
	H. I. # 7	5 Students
	H. I. # 8	3 Students
Kayenta		12 Students
	H. I. # 9	6 Students
	H. I. #10	6 Students
Chinle		12 Students
	H. I. #11	5 Students
	H. I. #12	5 Students
	H. I. #13	2 Students

Administrator Contact
and
Communication Activities

Strategy One - Official contact by State Office of Education and Navajo Area Superintendent.

Strategy Two - Telephone contact with each Administrator by Navajo Education Resource Center.

Strategy Three - Information letter providing purpose, methods, and dates prepared for administrators from NERC.

Strategy Four - Personal conference and site visit conducted by NERC. Purpose, clarify sample activities and team responsibilities, prepare for random sample and alternate selections.

Contact Administrators:	BIA	PUBLIC
Tuba City	J. D. Sykes, Arlene Jorgensen	Paul Sowers, Dir. El. Ed.
Kayenta	Mr. Mcmullin	Dr. Jn. P. Munden Dr. Lilly Williams
Chinle	Cleveland Miller Wayne King	Dr. McCoy, Supt. (Kimbro)
Leupp	Lyle Vice	Williams-Roy Bynum
Dilcon	Mr. Heath-Caroyln Shumwell	
Ganado		McCormick, Yazzie Supt. Prin.

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Testing Sites

Five areas representative of the reservation population within the state of Arizona were selected. An attempt was made to obtain equal samples from the Public Schools and BIA Boarding Schools. A policy restricting any psychological testing of first graders in BIA schools made it necessary to pull the entire first grade sample from public schools.

The effort was made to sample BIA and public schools students in the same community reducing the mileage to travel by team members.

This was successful in four of the five areas.

Schools selected are:

Public	BIA
Tuba City	Tuba City
Chinle	Chinle
Kayenta	Kayenta
Leupp	Leupp
Ganado	Greasewood

Training Activities

Home Interviewers -	The Jane Mercer team will conduct a two day session directed to developing skills in conducting the home interview, administering the ABIC, HHI, and SMI. Orientation will be conducted concurrently.
Speech Therapists -	Training will consist mainly of familiarizing Therapists with Templin-Darley Inventory, Prevalence Study Orientation, and development of sample strategies.
Psychometrist -	Training with '73 Wisc conducted by coordinating Prevalence Study office personnel from Tucson; overview of Metro'70. Study orientation and strategy development done concurrently.
Sessions -	Budget provides for two day training session and mileage (meal/lodging, no per diem). number of participants______________________________. location____. dates____.

W. P. Shofstall, Ph.D.,
Superintendent

Arizona
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
271-5196

December 21, 1973

MEMORANDUM

TO: Superintendents, Principals, and Other School Personnel

FROM: John R. Potts, Ed.D.
Associate Superintendent of General Education
and Director of Special Education

The 31st Legislature of Arizona passed a bill which requires each school district to provide special education instruction for handicapped children by 1976. The intent of this law is to guarantee equal education opportunity to each handicapped child in the state.

In order to plan for the implementation of mandatory special education, the Arizona Department of Education, Division of Special Education, in cooperation with the Pima County School Superintendent's Office is conducting a comprehensive study of children in Pima County to determine an estimated incidence rate of handicapped children. The study will involve approximately 1,100 Anglo, Black, Mexican-American, and Indian children in grades 1, 3, 5, 7 and 9 that have been randomly selected from Pima County schools. Information obtained from each child at school will include tests of scholastic ability, academic achievement, visual-motor perception, speech screening, and physical disability. We anticipate approximately 2 1/2 hours of testing for each child that is selected for the study. Parental approval for testing will be obtained. During a parental interview, information will be obtained regarding the child's adaptive behavior, health history, and the socio-cultural characteristics of the child's family.

The Arizona Department of Education would appreciate your cooperation and support for this project. The results of this study will assist us greatly in planning improved educational programming for Arizona's children.

Pl/pm/01/12.21

1912

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-5190

Dear Parent:

Thank you for helping us. The information you have given us about your child will help many other children. This letter will answer a few basic questions people often ask us about our project.

What is the purpose of the project? The purposes of the Arizona Prevalence Study are: (1) to measure how children get along with their families and friends and the kinds of things children do in their homes, neighborhood, school, and community; and (2) to determine the percentages of children that would benefit from special education services in Arizona.

Why do we need this information? At the present time, about the only information available for schools to use in planning an educational program for children is scholastic aptitude tests and tests of academic achievement. The schools have no systematic way of measuring how well a child is performing at home and in the community. Also, the Thirty-first Legislature recently passed mandatory special education. The intent of this law is to guarantee equal educational opportunity to each child in the state. Accurate information about the number of children needing special education services is necessary in order to provide better educational programs for these children.

What are the grade levels of the children being studied? The children we are contacting this year will be in grades 1, 3, 5, 7, and 9.

How many school districts and schools have children in the study? The 1040 children in the study attend 98 schools in 8 school districts. The districts, the schools from each district, and the children were all chosen by chance. The districts are scattered around Pima County. The children live in urban, rural, and suburban communities.

Will information be kept anonymous? All information given to the project staff will be kept anonymous. No names will be included in the data files. All information will be keypunched and analyzed by machine.

Who is doing the Arizona Prevalence Study? The Study is being carried out by the Office of the Pima County Superintendent of Schools and the State Department of Education, Dr. John Potts, Associate Superintendent of Public Instruction. Mrs. Karen Davis and Mr. Fred Jipson are Project Directors.

Where can parents get further information? If persons wish any further information about the project, they may call (602) 792-8451 or write a letter to the Arizona Department of Education, 1535 West Jefferson, Phoenix, Arizona 85007.

(Mrs.) Karen Davis
Project Director
Division of Special Education

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Navajo Education REsource Center

1912

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-5198

Dear

Your son or daughter, ____________________, is one of 12 boys and girls whose name was drawn by chance from the rolls of ____________________ School to take part in a study of 624 Arizona school children. Our study is concerned with developing a way to measure the things that typical children do out of school - at home, in their neighborhood and in their community.

Our study is sponsored by the Division of Special Education, Arizona State Department of Education. The Arizona State Department of Education and your school district are helping us because they believe that the schools in your district will be able to use our measures for planning better educational programs for children.

Our interviewer will call soon to ask for an appointment to meet with you at a convenient time for an interview. During the interview, you will be asked a few general questions about the family, some questions about things your child does, and questions about his health. With your consent, your child will be given a standardized, scholastic aptitude test and a test of physical dexterity at school. Our interviewer will have proper identification. The interview will take approximately one hour of your time.

We hope you will be willing to help us. If you have any questions, please call our office collect (602) 792-8451, or contact your school principal.

Sincerely,

(Mrs.) Karen Davis
Project Manager

ES6/07/

ARIZONA PREVELANCE STUDY

Pima County School Superintendent's Office
131 West Congress
Tucson, AZ 85701

To Whom It May Concern:

I have been informed to my satisfaction by Mrs. Karen Davis and her staff of the nature and purpose of the Arizona Prevelance Study. I give permission for my child, ______________________________, to be given tests of academic achievement, visual-motor dexterity, mental ability, and a speech screening procedure at school by a trained tester.

Signed: ______________________________

Date: ____________________

W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-5196

Arizona Prevalence Study
Karen Davis, Project Manager

1

To: Principals

From: Karen Davis KD
Arizona Prevalence Study

Tucson District #1 has agreed to cooperate with the Arizona Department of Education and the Pima County School Superintendent's Office in conducting the Arizona Prevalence Study. Approval has been given by the Tucson District #1 Research Department to conduct this investigation.

Correspondence concerning this study should have reached you via letters from Edward Maxwell, Tucson #1 Research Department, and Dr. John Potts, Associate Superintendent, Arizona State Department of Education. If further information is necessary, please contact:

Dr. Earl Pike
Mrs. Karen Davis
Pima County School Superintendent's Office
792-8451

or

Edward Maxwell
Tucson #1 Research Department

The person carrying this letter has been authorized by us to collect information on the children selected to participate. They will want to check the children's vision and hearing records; have teachers fill out a checklist; or conduct individual testing.

We hope you are willing to participate and assist us in determining the special needs of children. Thank you in advance for helping us.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

RIVERSIDE, CALIFORNIA 92502

PROGRAM RESEARCH IN INTEGRATED
MULTIETHNIC EDUCATION
Pluralistic Assessment Project

RECEIVED MAR 27 1974

March 22, 1974

Mr. Roland Caster
P.O. Box 275
Many Farms, Arizona 86503

Dear Mr. Caster:

This letter is to confirm our telephone conversations of March 18th and 22nd, in which we agreed that you may use the standardization versions of the Parent Interview Schedule, the Adaptive Behavior Inventory for Children and the Physical Dexterity Battery developed by the Pluralistic Assessment Project (for research purposes.) We understand that the Arizona Prevalence Study will supply you with the necessary forms and manuals, and that you will be gathering data from approximately sixty Navajo children and their mothers. We also understand that the completed protocals from both mother and child will be edited, coded, keypunched and transferred to magnetic tape by Karen Davis of the Arizona Prevalence Study and her staff, and that a copy of the tape will be made available to us upon completion.

Mrs. Rosa McGrath has agreed to train four to six interviewers in the use of the Parent Interview Schedule and Adaptive Behavior Inventory on April 10, 11, and 12, 1974, in Gallup, New Mexico. We understand that you will be mailing plane tickets to Mrs. McGrath which will schedule her out of Ontario International Airport to LAX and then on to Albuquerque and Gallup on Tuesday the 9th of April, with return flights on Friday the 12th.

According to our agreement Mrs. McGrath will receive $60.00 a day for the four days ($240.00) she will be working with you, plus $25.00 per diem (food and lodging). In addition, any transportation costs will be paid by you, including mileage to and from Ontario Airport.

Mrs. McGrath has asked me to inquire if you would make reservations for her in Gallup at a medium priced motel of your choice. She also has asked that you schedule a few hours of consultation with her on Tuesday so that she will be oriented to your procedures before she begins working with your prospective interviewers the next day.

Dr. Jane Mercer has been informed of our conversations and concurs with our arrangements. If you have any further comment or if my understanding of our arrangements is different than yours, please let us know immediately.

Sincerely,

June Lewis

June F. Lewis

Copies: Mercer
Pike
McGrath

Navajo Education Resource Center

(SAMPLE: BIA SCHOOLS)

Navajo Education Resource Center

Programs for Handicapped Children

P. O. BOX 275

MANY FARMS, ARIZONA 86503

P. Roland Caster, Director
Nina B. Beno, Secretary

Telephone:
602 - 781 - 6325

To: Principals
From: Roland Caster, Director NERC

Dear Sir,

Contact has been made with you by the Navajo Area Office regarding the Prevalance Study being conducted in Arizona. The Navajo Education Resource Center has accepted the responsibility for coordinating these activities on the Navajo Reservation.

5

A copy of the letter from Dr. John Potts is attached for your records. It presents the purpose and nature of the Prevalance Study.

The Area Office has informed this office of your willingness to participate in this study. The following procedural information will, therefore, be of interest to you.

The Navajo sample will include BIA and Public School students alike. Sixty students will participate in this study. They will be selected by random sample processes from grades 1, 3, and 5.

The survey process will include a home interview, tests of ability, achievement, visual-motor perception, speech inventory and physical ability inventory. These processes will be conducted by trained Navajo home interviewers, psychometrists, and speech therapists. No child will be tested until the home interviewer has a signed consent form from the parent.

All information will be kept confidential and used only for purposes expressed in these documents.

The actual evaluation process will begin in mid-April and will be concluded by mid-May. I will be in personal contact with you to develop the selection process of the students to include in this study.

Sincerely,

Roland Caster, Director
NAVAJO EDUCATION RESOURCE CENTER

RC/cc

Navajo Education Resource Center

Programs for Handicapped Children

P. O. BOX 275

MANY FARMS, ARIZONA 86503

P. Roland Caster, Director
Nina B. Beno, Secretary

Telephone:
602 - 781 - 6325

To: Principals
From: Roland Caster, Director NERC

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Sincerely,

Roland Caster, Director
NAVAJO EDUCATION RESOURCE CENTER

RC/cc

NAVAJO EDUCATION RESOURCE CENTER
Arizona Prevalance Study
Navajo Reservation
April-May, 1974

Participating Schools and Administrators

School	Superintendent	Principal
Ganado Public School	Mr. McCormick	Mr. Yazzie Dr. Winger
Dilcon Boarding Sch.	Dr. Billison	Mr. D. Heath
Leupp Public School	Mr. Williams	Mr. R. Bynum
Tuba City Public Sch.	Mr. P. Sauers	Mr. Gray Mr. McElroy
Tuba City Brdg. Sch.	Mr. K. Jackson	Mr. J. D. Sykes
Chinle Public School	Dr. McCoy	
Chinle Boarding School	Ms. R. Dotson	Mr. C. Miller
Kayenta Public School	Dr. Jn. R. Munden	Dr. Lilly Williams
Kayenta Boarding Sch.	Mr. K. Jackson	Mr. McMullin

Navajo Education Resource Center

APPENDIX B:

BUREAU OF INDIAN AFFAIRS NATIONAL POLICY ON SPECIAL EDUCATION

BUREAU OF INDIAN AFFAIRS NATIONAL POLICY

ON SPECIAL EDUCATION

DEFINITIONS OF SPECIAL EDUCATION AND EXCEPTIONAL CHILDREN, AND POLICIES ON LABELING AND INTEGRATION OF EXCEPTIONAL CHILDREN

Definition of Special Education

Special education is that additional service, over and above the regular school program, that is provided for an exceptional child to assist in the development of his potentialities or in the amelioration of his disabilities.

Definition of Exceptional Children

Exceptional children are those who deviate from the average in (1) intellectual, (2) behavioral, or (3) physical and/or sensory characteristics to such an extent that they require a modification of school practices and services in order to develop to their maximum.

To each of these three classifications, one of four possible categories may be applied: mild, moderate, severe, or profound. The intellectually exceptional classification includes gifted and talented children as well as those with learning problems.

Policy on Labeling Children

Although there are children who meet the above commonly accepted definition of exceptional, it is considered to be to the advantage of the child to consider children in need of special education services simply as "children with learning problems," or, better yet, just as children or youth for whom you are providing for their individual needs. Children in Bureau-operated schools are not to be given such labels as "mentally retarded," "emotionally disturbed," or "learning disabled."

Policy on Integration of Exceptional Children

Mild to moderately involved exceptional children are to be maintained in the mainstream of education (the regular classroom) and are to be provided with supplemental or supportive services directed toward meeting their special educational needs. The capabilities of the exceptional learner are to be emphasized rather than his disabilities.

BRIEF DESCRIPTION OF SPECIAL EDUCATION PROGRAMS

Program I: Consultant Services

Prevention, early identification, and intervention of actual or potential problems which may interfere with learning and adjustment are the primary objectives of this program. Psychologists, nurses, counselors, and social workers provide consultation services to parents, teachers, and pupils before the problem becomes a major handicap.

Program II: Diagnostic Prescriptive Services

Children exhibiting a learning problem are referred to the diagnostic prescriptive teacher for an education assessment. An educational prescription is developed based on the child's learning profile and appropriate placement is determined in cooperation with other professionals. The diagnostic prescriptive teacher interprets the learning profile, suggests methodology, prepares and demonstrates materials to be used in the remedial process, and provides continuous follow-up and supportive services.

Program III: Itinerant Services

Included in this program are group and individual services provided to children by an itinerant specialist. While they remain in the regular classroom to receive the bulk of their education with the rest of their peers, those children with visual handicaps, speech, hearing, and/or language impairments may receive services such as special instruction, therapy, and counseling. The itinerant specialist serves as a consultant to the teachers in other Continuum programs and demonstrates apropriate materials and techniques used in working with children having vision, speech, hearing, and /or language handicaps.

Program IV: Resource Room Services

The child assigned to a resource room spends part of the school day in the resource room receiving special tutorial assistance and the remainder of the day in the regular classroom. He remains on this schedule until the problem is minimized and he is returned full-time to the regular classroom. If progress is not evident, the child is referred back to the diagnostic prescriptive teaching program (Program II) for reevaluation.

Program V: Special Class Services

This provides for more severely handicapped children who require major modifications in curriculum which cannot be accommodated for even a portion of the day in the regular class room.

APPENDIX C:

BUREAU OF INDIAN AFFAIRS SPECIAL EDUCATION POLICY FOR THE NAVAJO AREA

BUREAU OF INDIAN AFFAIRS SPECIAL EDUCATION POLICY FOR THE NAVAJO AREA

Special Education

The major purpose of a special education program is to provide for exceptional children in the development of their potentialities or in the amelioration of their disabilities. Exceptional children are those who deviate from the average in intellectual, behavioral, physical and/or sensory characteristics. They could deviate to such an extent that they require a modification of school practices and services in order to develop to their maximum.

A few years ago the focus on special education was to isolate exceptional children in special self-contained classrooms and in some cases separate schools. The opinion of educators now is that exceptional children should be educated with the normal or average as much as possible. Of course, there will be instances in which this will be impossible to accomplish, and then self-contained rooms will be required.

Programs providing the five kinds of services which follow meets the needs of exceptional children in the Navajo Area schools.

1. Consultant services: Prevention, early identification, and intervention of actual or potential problems which may interfere with learning and adjustment are the primary objectives of this program. Psychologists, nurses, counselors, and social workers provide consultation services to parents, teachers, and pupils before the problem becomes a major handicap.

2. Diagnostic prescriptive services: Children exhibiting a learning problem are referred to the diagnostic prescriptive teacher for an education assessment. An educational prescription is developed based on the child's learning profile and appropriate placement is determined in cooperation with other professions. The diagnostic prescriptive teacher interprets the learning profile, suggests methodology, prepares and demonstrates materials to be used in the remedial process and provides continuous follow-up and supportive services.

3. Itinerant services: Included in this program are group and individual services provided to children by itinerant specialists. While they remain in the regular classroom to receive the bulk of their education, those children with visual handicaps, speech, hearing, and/or language impairments may receive services such as special instruction, therapy and counseling.

4. Resource room services: The children assigned to a resource room spend part of the school day in the resource room receiving special tutorial assistance and the remainder of the day in the regular classroom. They remain on this schedule until the problem is minimized and they return full-time to the regular classroom.

5. Special class services: This provides for more severely handicapped children who require major modifications in curriculum which cannot be accomodated for even a portion of the day in the regular classroom.

Children who require special programs to help them overcome their difficulties should not be labeled as being mentally retarded, emotionally disturbed or any of the other textbook labels. Labeling children does them an injustice and conditions others to misjudge their capabilities. All children should be accepted as children who want to learn, are eager to learn, and can learn, if only given a chance.

APPENDIX D:

A MANUAL OF PROCEDURES FOR RESOURCE ROOM OPERATION:

"EACH IS SPECIAL" *N.B.

*N.B. Due to circumstances beyond the control of the Navajo Education Resource Center, the final publication of this manual has been delayed by the duplicating service. A copy of the printer's draft, therefore, is included herein. Upon final completion, a copy of the manual will be sent to each appropriate agency as an addendum.

EACH IS SPECIAL.........

a plan for

Resource Room services *** (please see notation on preceding page.)

Navajo Education Resource Center

Project of Bureau of Indian Affairs

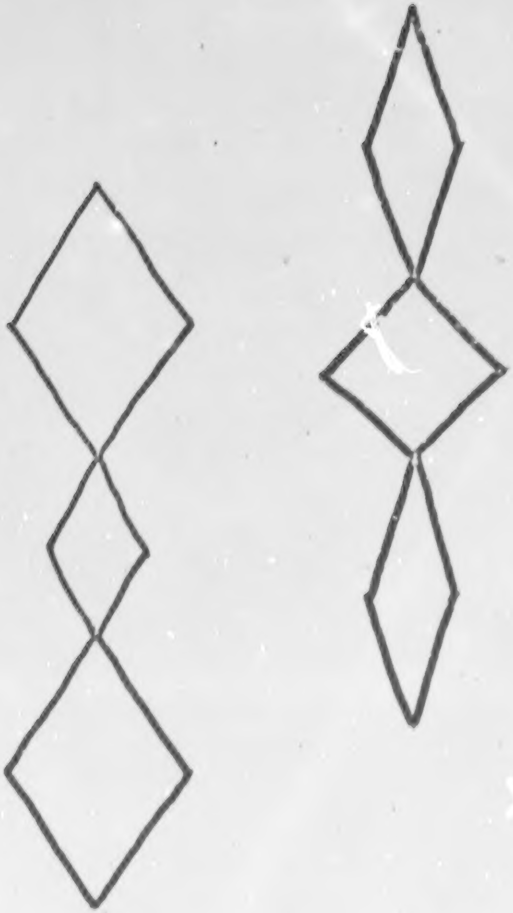
1974

FOREWORD

In this era of technological advancement, new approaches to learning are being introduced into the classroom. The emphasis is to increase the level of efficiency between instructing and learning.

It is becoming apparent that some students are not receiving and processing information at their capacity level. Their performance is significantly below their ability to perform. For these few a different learning process is necessary before they can translate abstractions into functional behavior.

Without a modification of the regular instructional process, these students would "exist" or "survive" as adults instead of "thrive" and "contribute". The instructional design expanded in this monograph is one approach in gearing instruction to the unique style of the individual learner.



Laurine Ruleau
Education Specialist
Navajo Area Office
Bureau of Indian Affairs

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ACKNOWLEDGEMENTS

Acknowledgements and thanks are due many individuals throughout the Navajo Reservation who contributed their time and talents to the development of this Resource Room Monograph, and particularly to these:

Bobby Dean
George Doerner
Paula Garcia
Jack Geringer
George Holt
Marjorie Jimmie

Arlene Jorgensen
Elsie Kanyid
Dolly Lawson
James Lozier
Ted Pienta
Laurine Ruleau

Mitzi Merrick
Lynn Thompson
Helen Zongolowicz
Gwen Couch
Charlene Crosby

Roland Caster, Director
Navajo Education Resource Center

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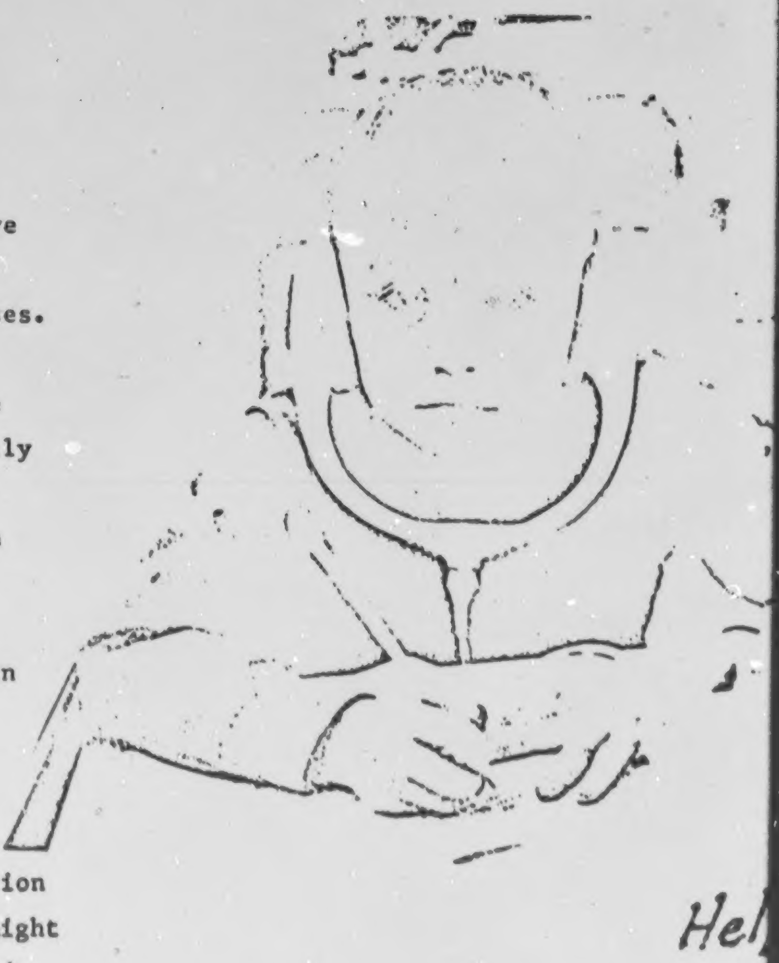
THE RESOURCE ROOM

What's It All About?



In the past school children have been categorized into two mutually exclusive groups: regular education classes, or self-contained special education classes. In numerous cases children who were failing in the regular classrooms were labled "mentally retarded", "emotionally disturbed", "deaf", "blind", "lerning disabled", and so forth, and placed in a self-contained special education class. If a child's learning problem was considered mild, he would remain in the regular classroom without special education services.

Unfortunately, this "either/or" situation did not recognize that some children might be able to profit from both regular and special education simultaneously.

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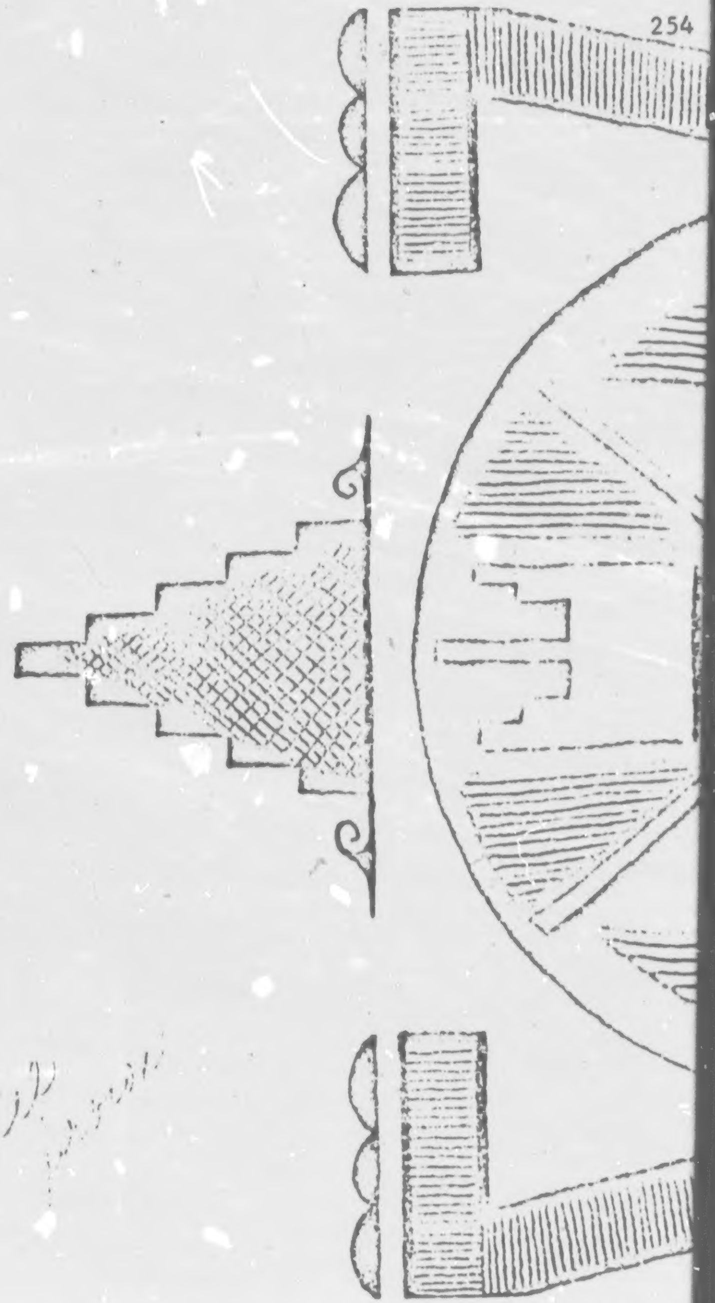
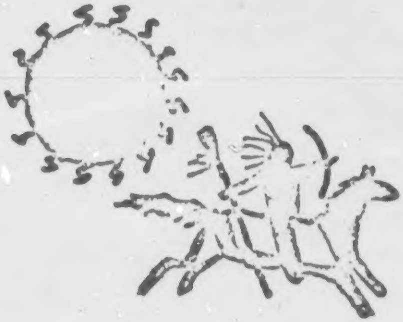
The resource room is not a new program in the field of special education. In fact, such instructional settings have been in existance at least since 1913, when Dr. Robert Irwin began the first coordinated program for visually impaired children (Frampton & Gall, 1955). The resource room for the mild, severe and non-sensory handicapped was almost non existant from 1930-1955. This was the era in which the special class developed (Davis, 1970).

There are two major types of resource rooms, namely, categorical and non-categorical (Hamill & Wiederholt, 1972). The categorical resource room is designed for children with a specific handicapping condition, i.e. deaf, blind, emotionally disturbed, etc. The non-categorical resource room is



designed to meet the educational needs of all the students in a school, not just the children labled "Special Education". In the non-categorical, any child from the regular or the special education programs who is having difficulty in academic work or adjustment can be referred to the resource room without that student being labled or placed in a diagnostic category. This can not be misconstrued to mean that a resource room can be an immediately available "time-out" room for a child who has become disruptive in other classes. A suggested referral system is described in detail in the following section. Such a procedure **insures the orderly placement of the children.**



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Recently, an additional specialized service, the resource room, has been added to the school program for children having mild to moderate problems in some area of education. It is a service which attempts to bridge the gap between the either/or situation. A resource room is basically any special education instructional setting to which a child may come for particular help on a regularly scheduled basis. (Wiederholt, 1974).

The key difference between a resource room and a self-contained class is that the child attends the resource room only on a part-time basis. The type of instruction is based on identified learning weakness. The instructional program in individually designed and implemented to alleviate the specific problem and to provide consultant support to the child'e regular teacher.

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The merits of any program must be proven with appropriate research. The research to date is most supportive of the resource room model as a potential alternative to special-class placement for children with learning difficulties. In fact, according to Hammill (1972) not a single study was located in the research literature which reported that special classes were preferable to resource rooms.

The success of the resource room model does not entirely depend upon the implementation of the model. This alone will not insure student achievement. The successful operation of the model depends upon the competency of the resource room teacher, the cooperation and competencies of the regular program teachers, the support of the school administration, and the availability of materials and resource room space. Where these elements are lacking, failure is unavoidable, where they are present the success of the effort will be insured.

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SECTION ONE

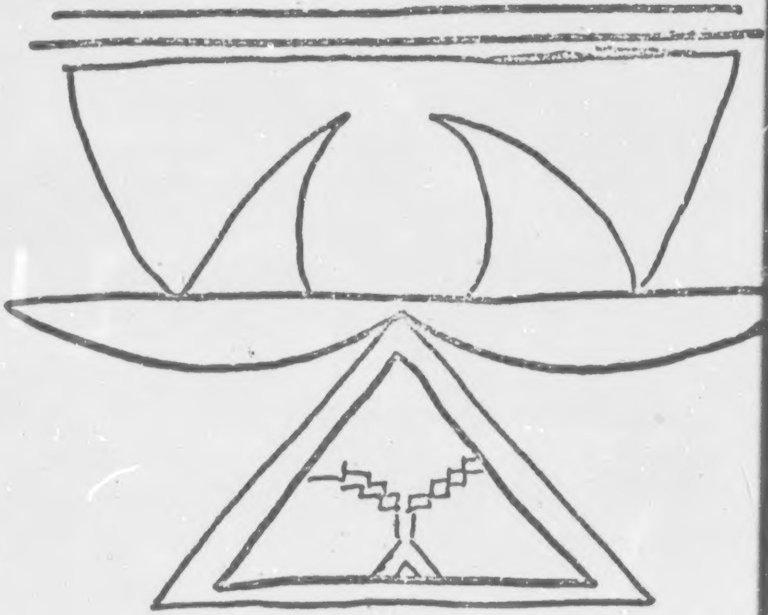
Program Development . . . .

Selection and Placement Of
Students In The
Resource Room . . . .

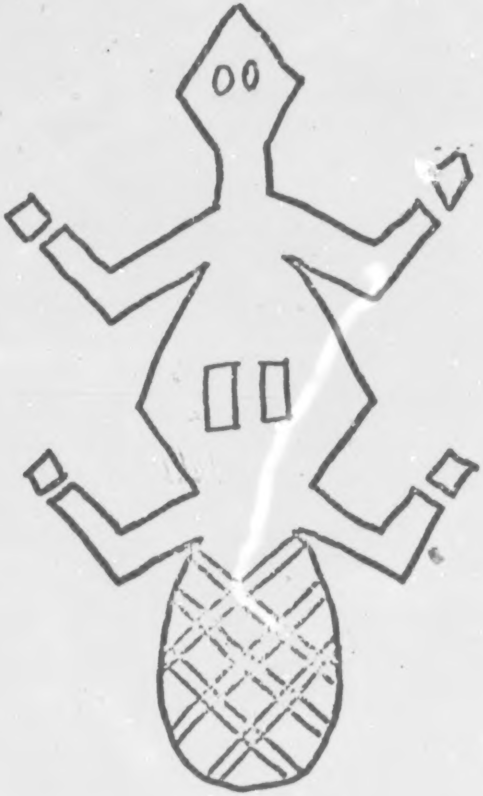
Screening, Diagnosis
and Evaluation . . . .

PROGRAM DEVELOPMENT

During the development of a new program such as a resource room, the population to be served must be clearly identified. The criteria for admittance should be plainly stated to insure that students entering the program have the services appropriate to their identified needs. This statement will also assist the Placement Committee as they determine which referred students should be recommended for the resource room program. These admission requirements must be consistent with the current administrative guidelines for exceptional children.

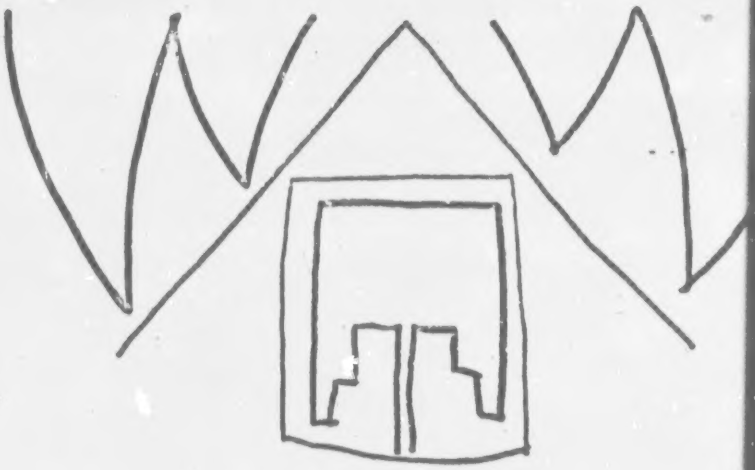


Principals, teachers and other educational personnel should become involved in a training program which would orient them to the characteristics and behaviors of the students who are to be served by the new program. This would make it possible for such personnel to make meaningful referrals based on the appropriate criteria. These criteria may be in the form of a check-sheet of behaviors, adapted referral form, or written descriptions of observable behaviors. It is important that the Placement Committee have as much pertinent information as possible. Based on referral information and anticipated enrollment, plans may be made to secure the necessary facilities to accommodate the new program. The number and home locations of the students will be factors to consider in the selection of program sites as will the availability of facilities and transportation.



The goals, objectives, personnel, curriculum and ancillary services that will be needed to implement a resource room program are important elements and must be carefully planned prior to that implementation.

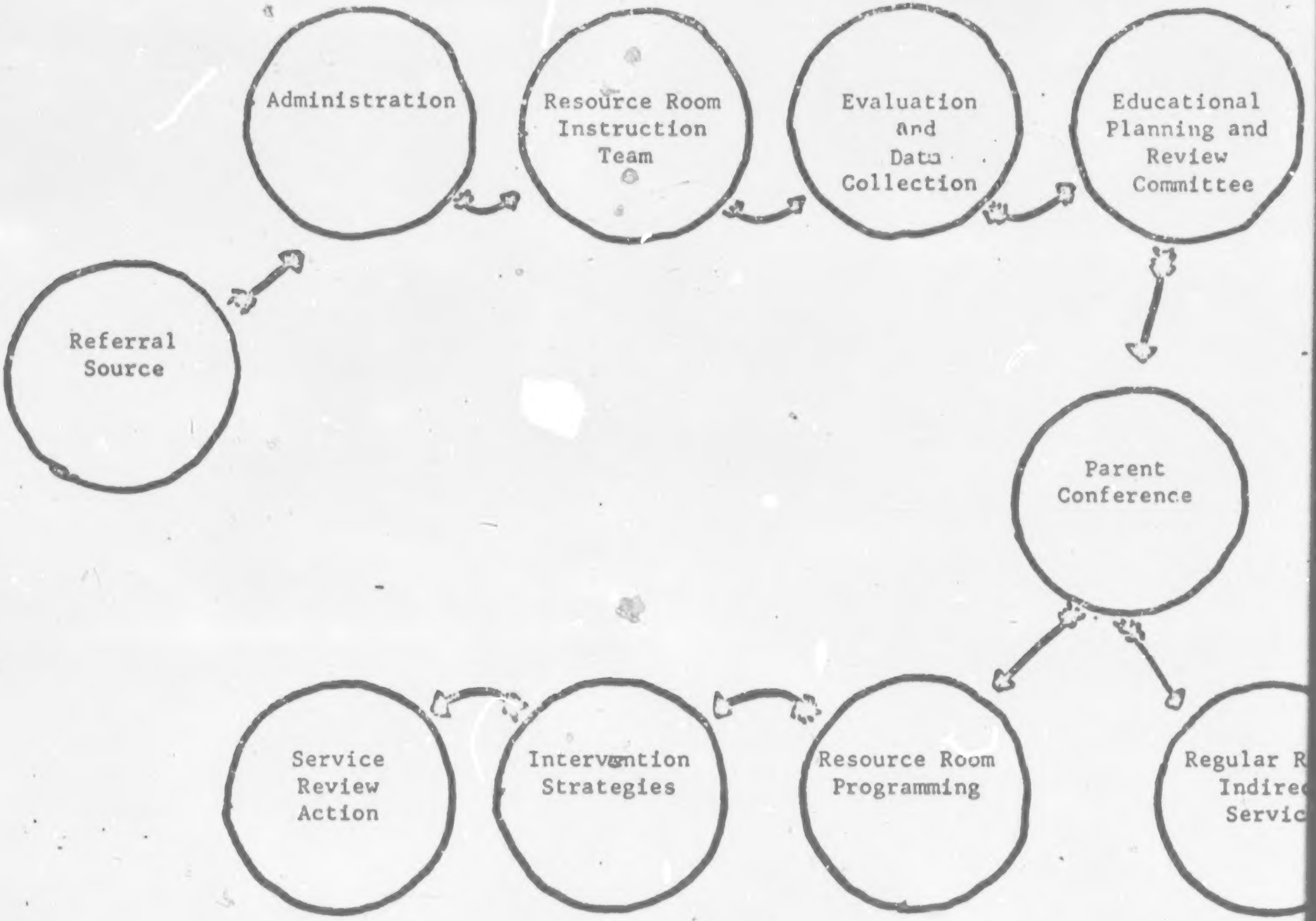
SELECTION AND PLACEMENT OF STUDENTS IN THE RESOURCE ROOM



As discussed in the previous section, a procedure for referring students must be developed at the local level. The referral process is one of the keys to the successful operation of a resource room program. The procedure will provide for the screening of the referred students so that only those of the target population are processed and programmed for resource room services.

The referral process should provide a systematic collection of data from many educational staff members. This entire process must be coordinated and maintained if it is to be effective and if it is to survive the time factors and constraints faced by educators. The responsibility of coordination must ultimately rest on the school administration. An example of the referral process follows.

A REFERRAL PROCEDURE


Administration
Resource Room Instruction Team
Evaluation And Data Collection
Educational Planning and Review Committee
Referral Source
Parent Conference
Service Review Action
Intervention Strategies
Resource Room Programming
Regular R
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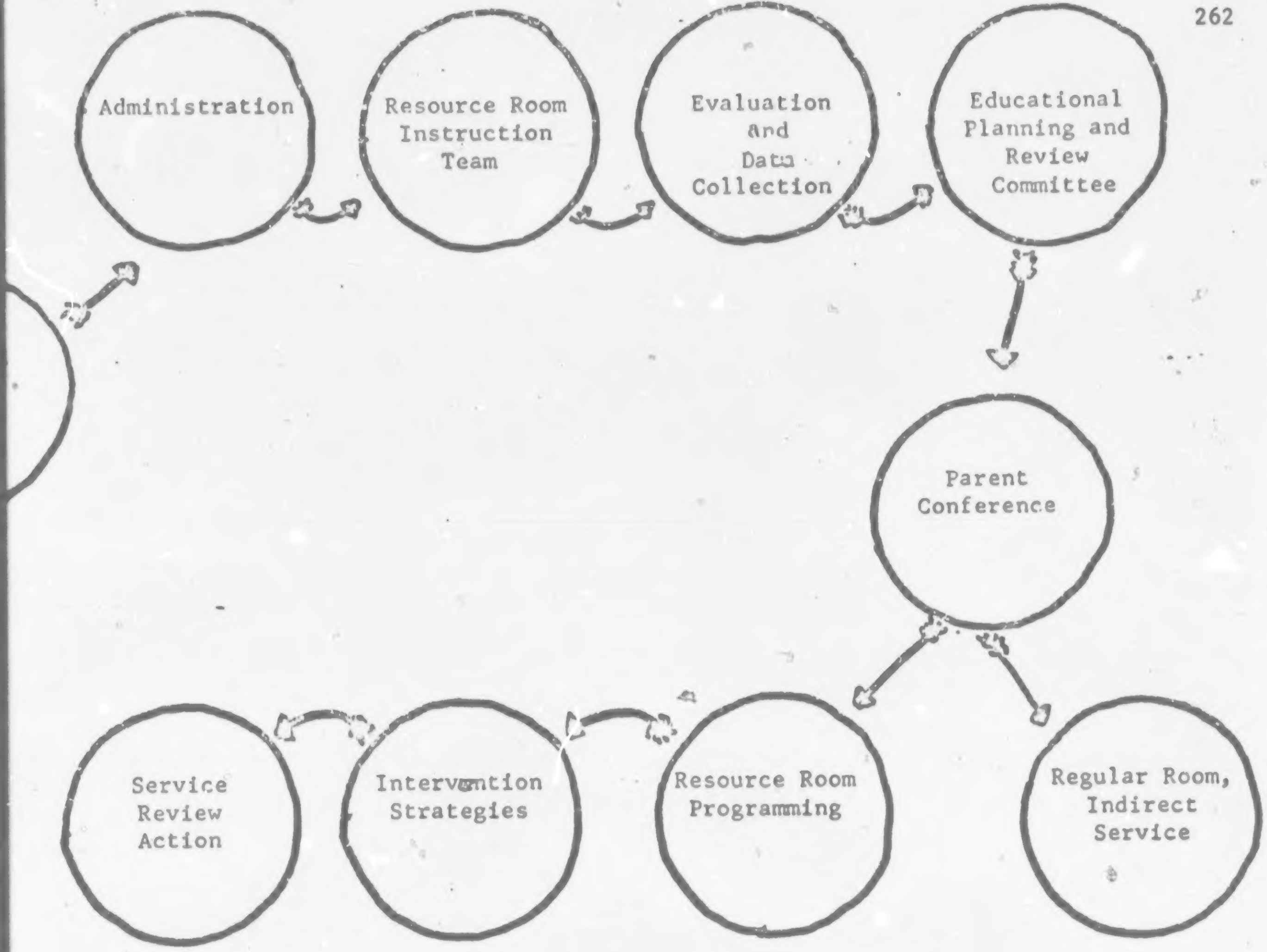
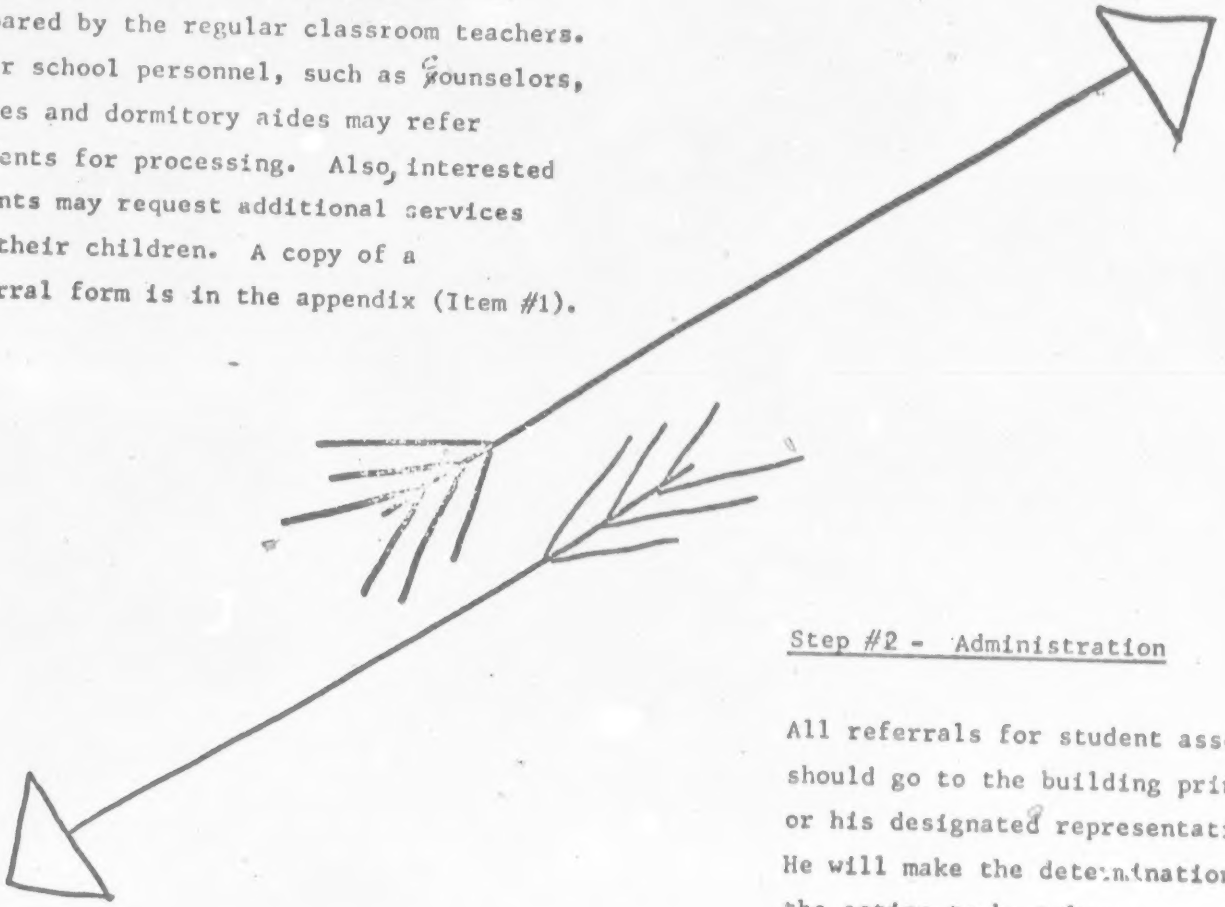
RRAL PROCEDURE


Administration
Resource Room Instruction Team
Evaluation and Data Collection
Educational Planning and Review Committee
Parent Conference
Regular Room, Indirect Service
Resource Room Programming
Intervention Strategies
Service Review Action

Step #1 - Student Referral

Many of the referrals received by the Resource Room Instruction Team will be prepared by the regular classroom teachers. Other school personnel, such as counselors, nurses and dormitory aides may refer students for processing. Also, interested parents may request additional services for their children. A copy of a referral form is in the appendix (Item #1).



Step #2 - Administration

All referrals for student assessment should go to the building principal or his designated representative. He will make the determination as to the action to be taken.

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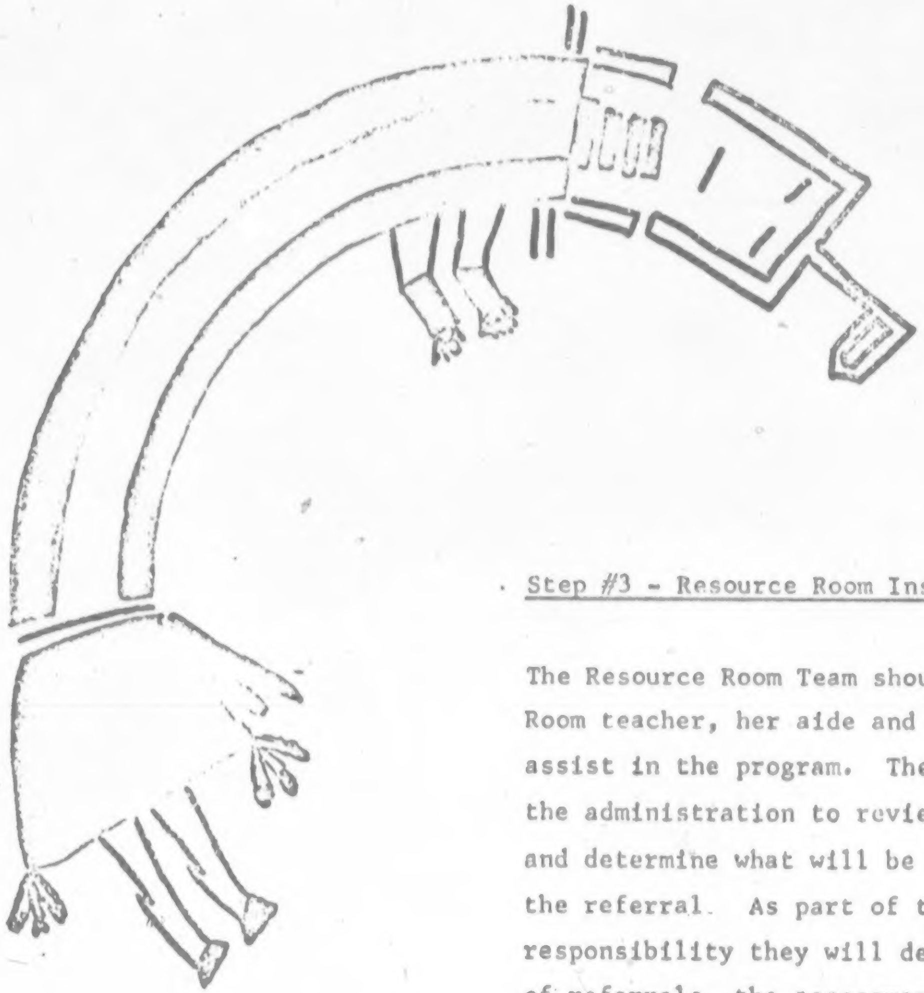
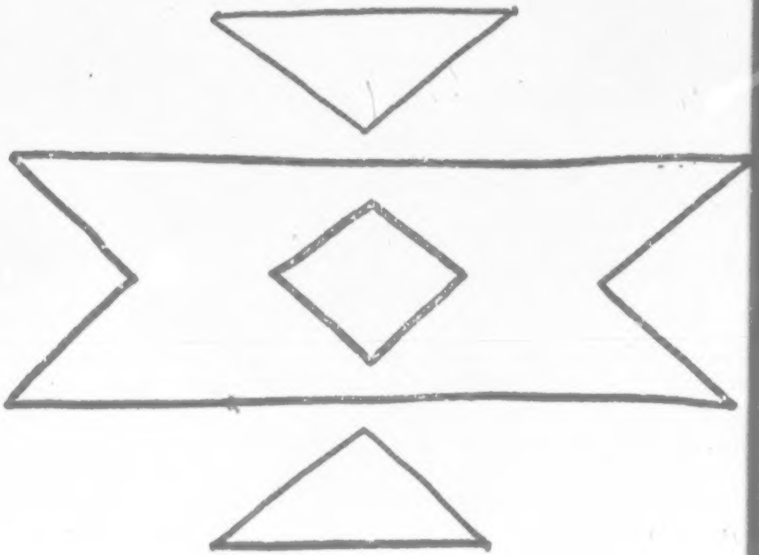


Step #3 - Resource Room Instructional Team

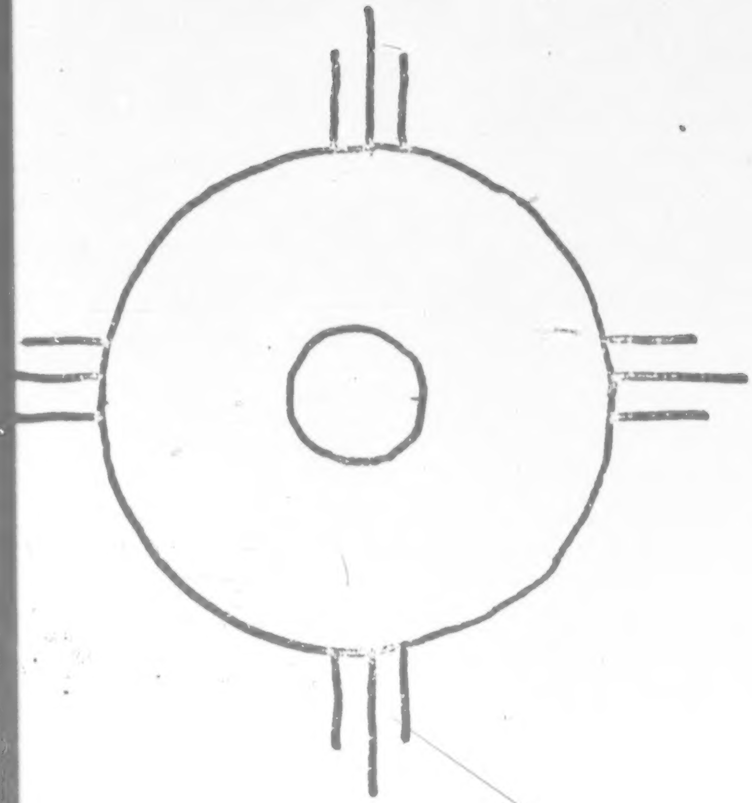
The Resource Room Team should be the Resource Room teacher, her aide and any others who assist in the program. These will meet with the administration to review the referrals and determine what will be needed to develop the referral. As part of their joint responsibility they will determine the priority of referrals, the assessment activities needed and the staff members who will complete various portions of the assessment. They may reject a referral due to low priority or hold it for placement when there is an opening.

Step #4 - Data Collection and Formal Evaluation Activities



The Education Planning and Review Committee will need as much data as possible to determine what services should be provided for each referred student. The information that should be available to the committee includes health history, academic history, social history and the results of psychological and educational assessment. In some cases an~~d~~ abbreviated evaluation battery is recommended. ~~However,~~ When a psychological evaluation is to be given, the parents' approval must be secured in writing prior to the administration of the test(s). A listing of assessment instruments is provided in the Appendix.

The data should be compiled in a systematic manner to facilitate the EPRC deliberations. Appendix item #3 is a sample of a form that may be used as such a facilitator.



Step #5 - Educational Planning and Review Committee (EPRC)

The membership of the EPRC should be made up of representatives from the school, community, health services and home, including

1. Resource room personnel
2. Regular classroom teacher
3. Administration (usually Chairman)
4. Counselor/Guidance
5. Physician and/or nurse
6. Dormitory personnel
7. Compensatory Program Officer (Title I)

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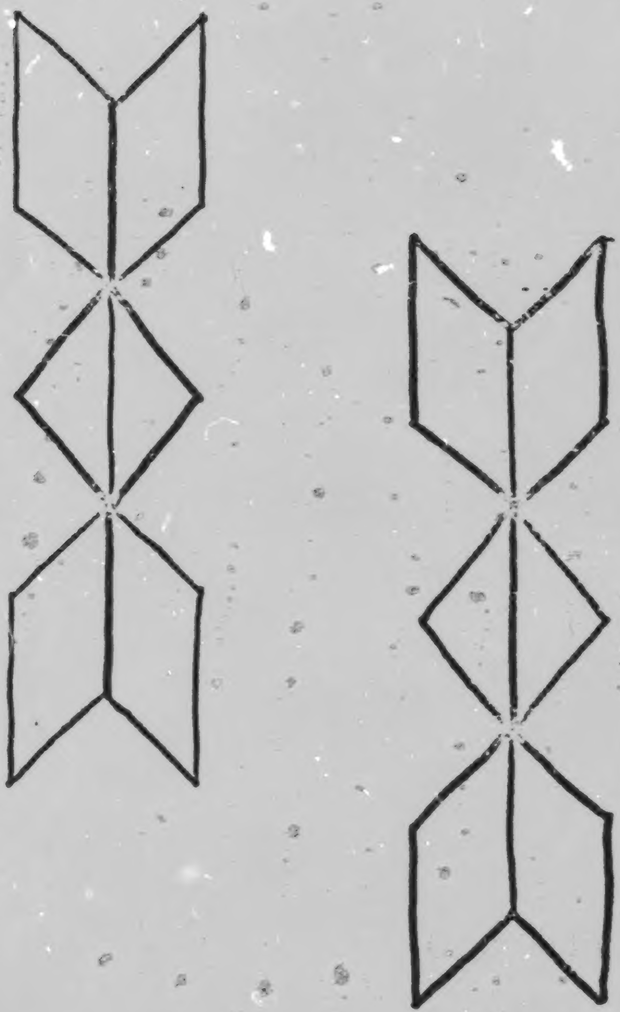
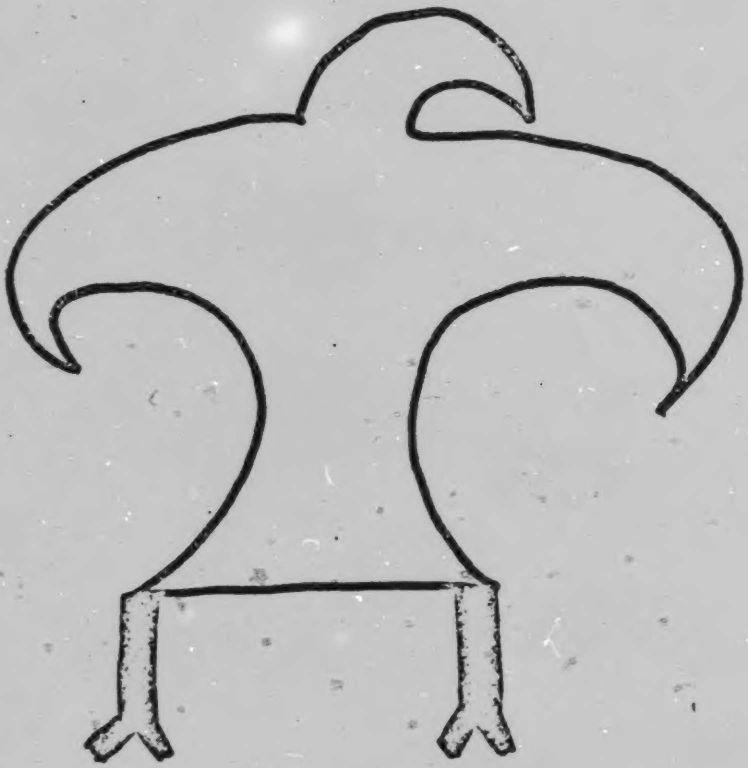
This committee will meet to determine the most appropriate services for each referred student. It will review the data from Step #4 and recommend one of the following:

1. Remain in the regular program.
2. Remain in the regular program with consultant services for the classroom teacher from the resource teacher.
3. Placement in the resource room program.
4. Placement in other specialized programs available in the school.
5. Seek outside assistance through appropriate channels.
6. Collection of any additional data necessary to facilitate disposition.
7. Postponement of a decision for a specified time to determine if student's behaviors continue to warrent further action.



The school administrator shall act upon the recommendation, either approving it or returning it to the EPRC with his reasons for doing so. In many cases the administrator will be the chair-person of the EPRC and the recommendations will have his input prior to the formalized opinion.



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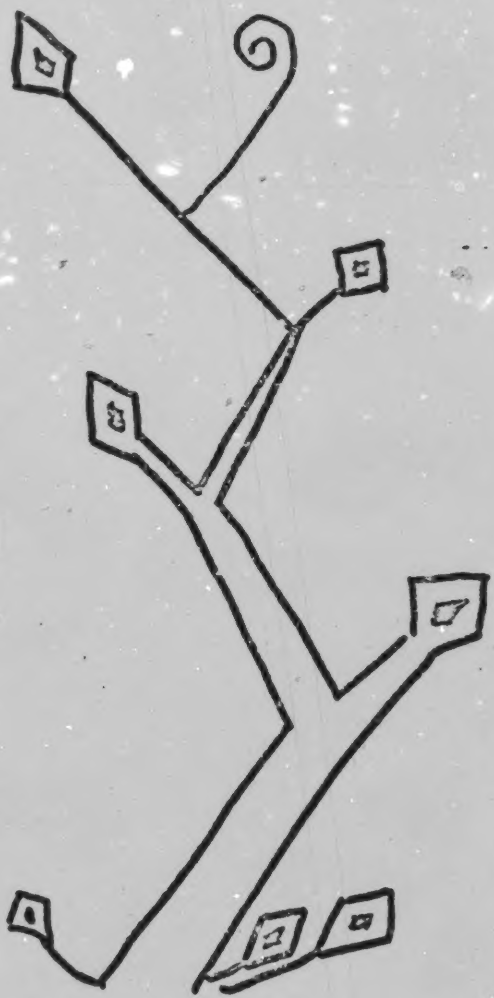
Step #6 - Parent Consultation

Before direct services are begun for the child, written parental permission should be secured. As soon as the EPRC has made its recommendations, a spokesman should contact the parents. The recommendation of the committee and information relevant to the case should be explained in the native language.

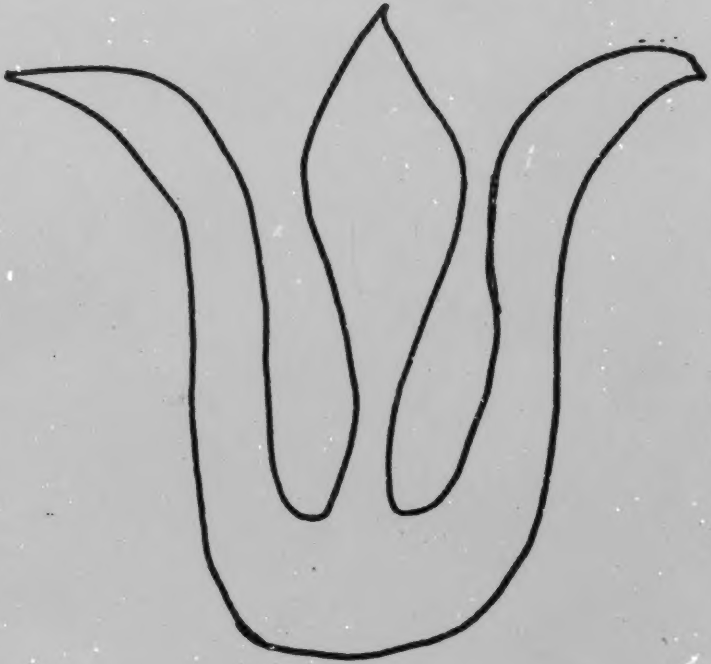
Should the parents decline the service, supportive services may be provided to the child's regular teacher by the resource room staff.



Step #7 - Resource Room Programming and Scheduling

Upon the recommendation of the EPRC and with the approval of the Administrator and parents, the student shall be scheduled into the resource room program. This scheduling of the student should be developed in cooperation with the regular classroom teacher. A child may be assigned to the resource room for a daily period of 30 to 60 minutes, longer if necessary. Placement for more than two hours a day is not advisable.

The resource room activities will be designed by the resource teacher and will be implemented either by the teacher or the aide in individual or small group sessions. At any time the teacher may be working with an individual student; several students may be working independently; and others may be working with the aide. Thus a resource room may accommodate one to six students at a time.



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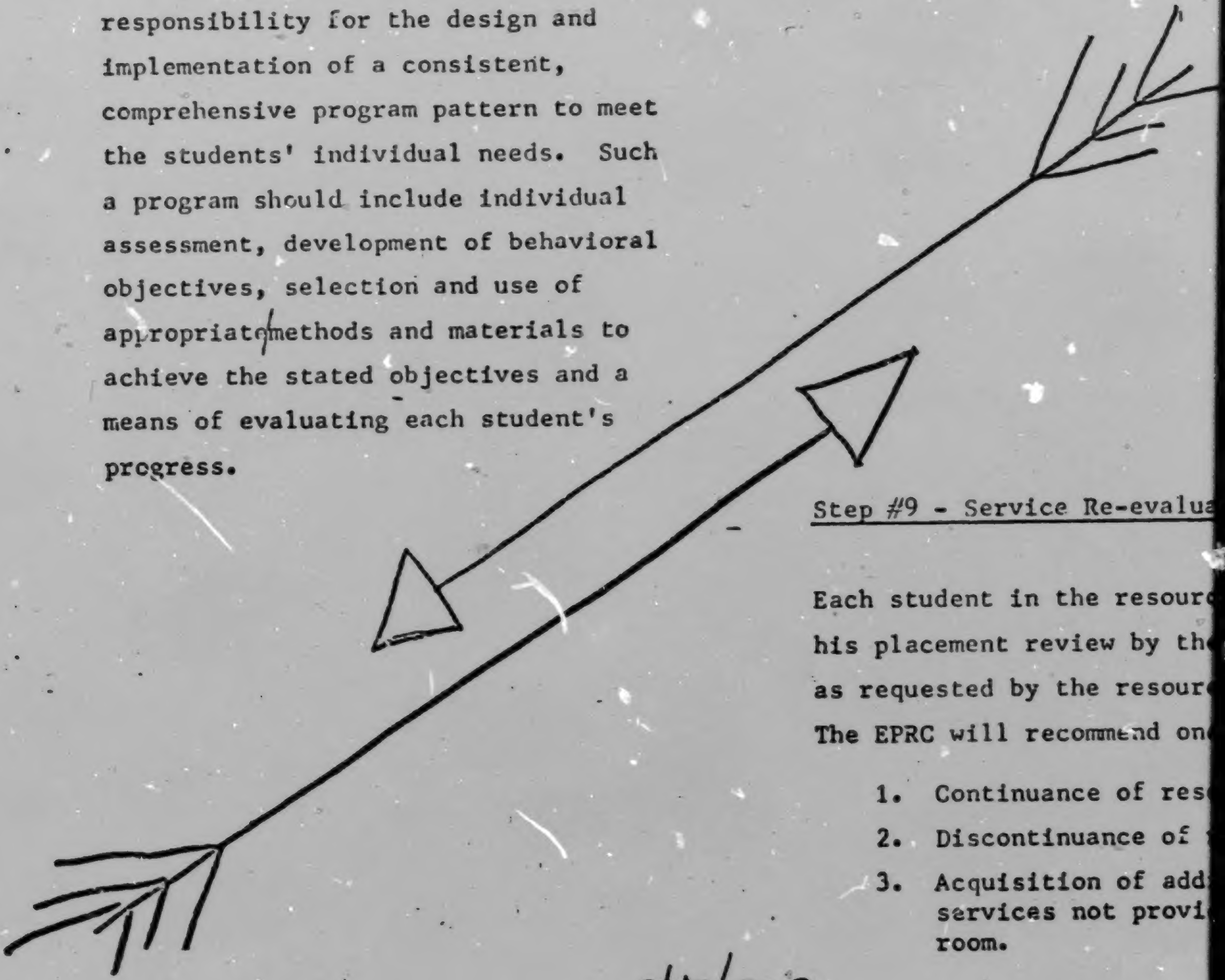
Step #8 - Intervention Strategies

The resource room teacher shall assume responsibility for the design and implementation of a consistent, comprehensive program pattern to meet the students' individual needs. Such a program should include individual assessment, development of behavioral objectives, selection and use of appropriate methods and materials to achieve the stated objectives and a means of evaluating each student's progress.



Step #9 - Service Re-evalua

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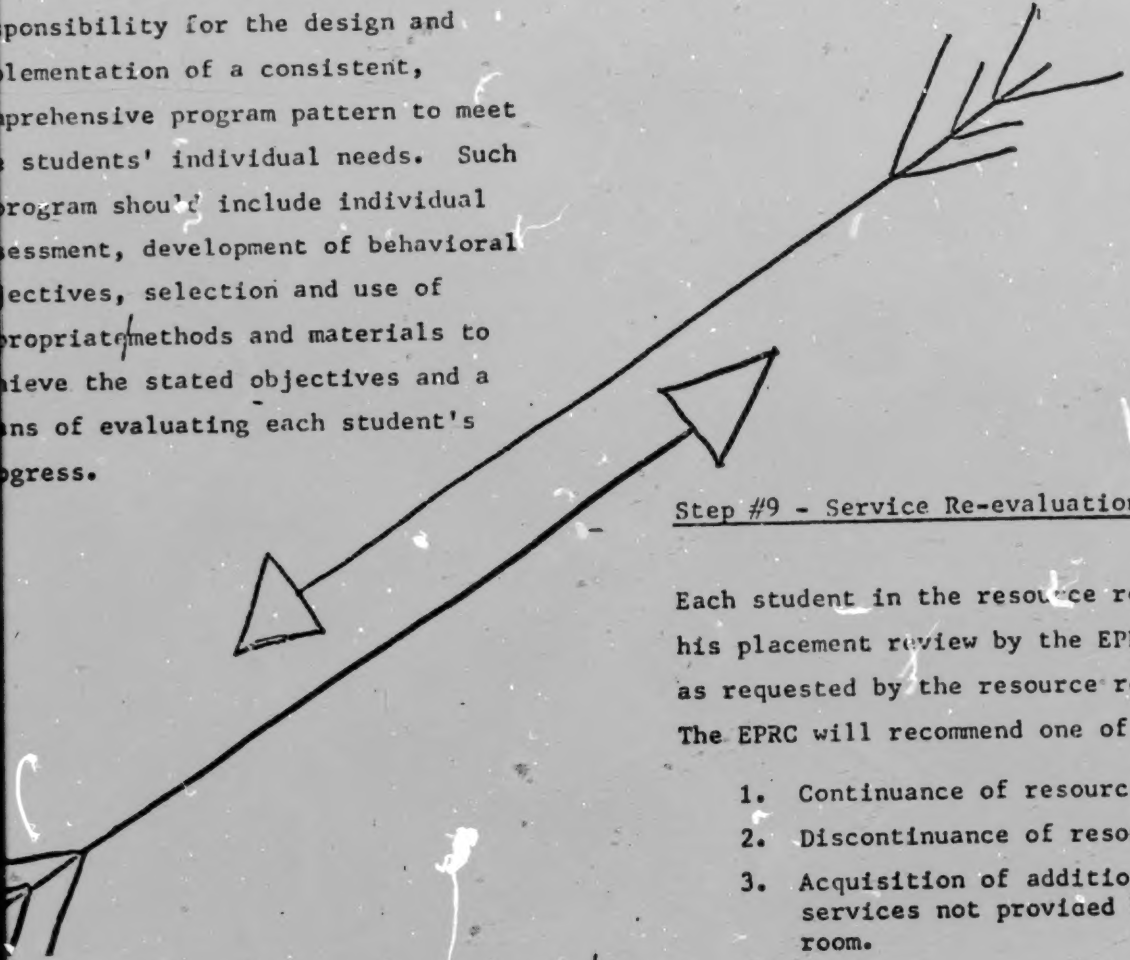

Step #9 - Service Re-evaluation

Each student in the resource room shall have his placement review by the EPRC annually or as requested by the resource room teacher. The The EPRC will recommend one of the following:

1. Continuance of resource room placement.
2. Discontinuance of resource room placement
3. Acquisition of additional specialized services not provided by the resource room.

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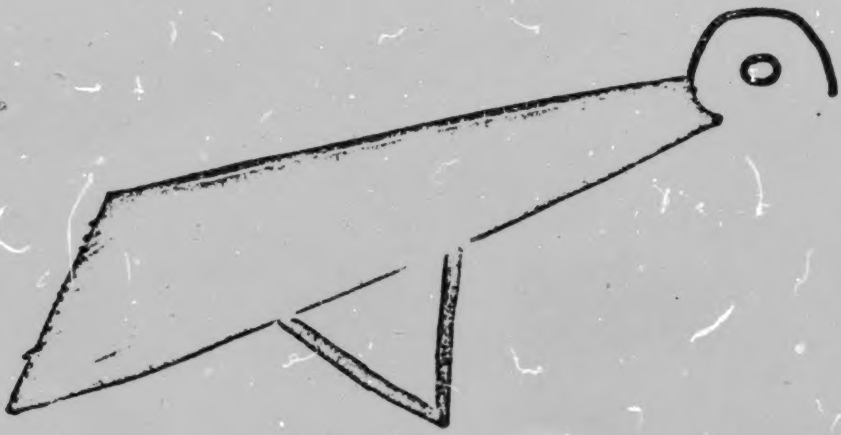
SCREENING, DIAGNOSIS AND EVALUATION

Because of the diverse applications of the terms screening and assessment, they are here defined for this monograph. Screening is the process which identifies students with potential learning problems. Assessment is the process by which the student's academic skills, functioning mental levels and behaviors are determined.



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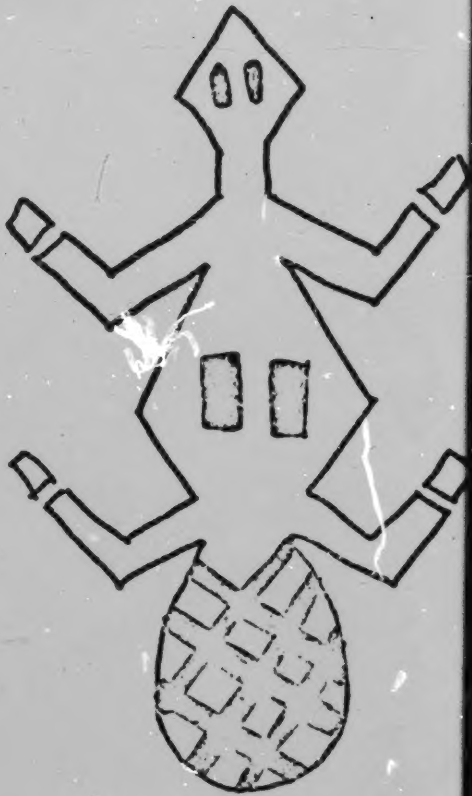
Screening

Prior to any screening activities, the criteria of the educational problems must be carefully defined so that the school staff will be able to exercise judgement as to which students whould be referred for possible placement in specialized programs. In some instances skill tests and group tests may be used to determine functioning levels. These may also be used to screen the school population for a particular set of learning problems. In most cases it will be the classroom teacher who will use informal methods to determine the eligibility of a student for referral. The total results of all screening procedures will provide the administration with additional data to further understand the needs of the school.

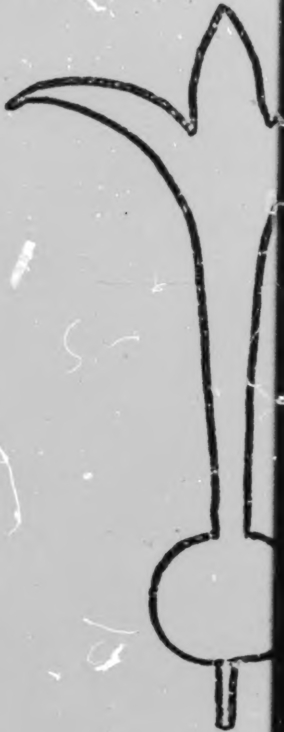


Assessment

The assessment of a student should include a formal educational diagnosis and the collection of pertinent data. This procedure should be implemented only when a student is to be considered by the Educational Planning and Review Committee.

All information collected concerning any given child must remain strictly confidential. Such data should include:

1. Social history, as compiled by a counselor or case worker, giving pertinent home environment data.
2. School history, as compiled by a teacher, secretary or educational aide, containing past achievement, teachers' comments, assessment documentation and representative work on assignments.
3. Medical history, as compiled by a school nurse, including medical diagnosis and treatments directly relating to the student's sensory modalities, general health and mobility. This information should be based on a recent medical check-up including an eye examination and an auditory perception test.



4. Adaptive behavio
administered by
counselor or cas
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classroom enviro
ability to relat
and himself. If
scales (Appendix
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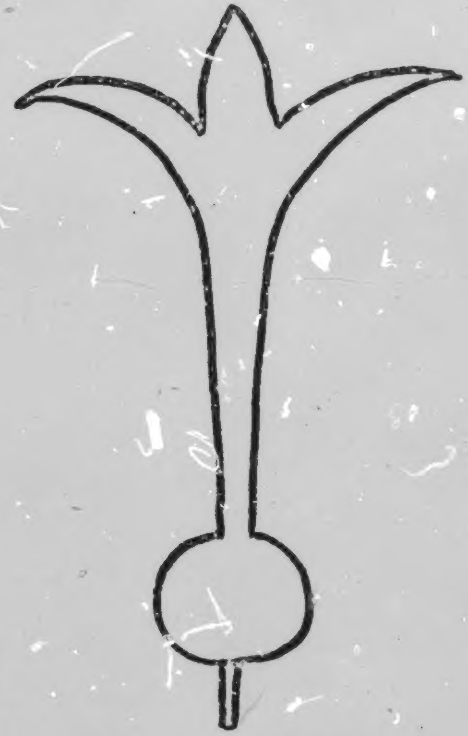

4. Adaptive behavior inventory, as administered by a teacher, aide, counselor or case worker, determining how a student interacts with his classroom environment and showing his ability to relate to peers, adults and himself. If one of the suggested scales (Appendix) is not available, then a narrative describing each of the elements above should be submitted to the EPRC.

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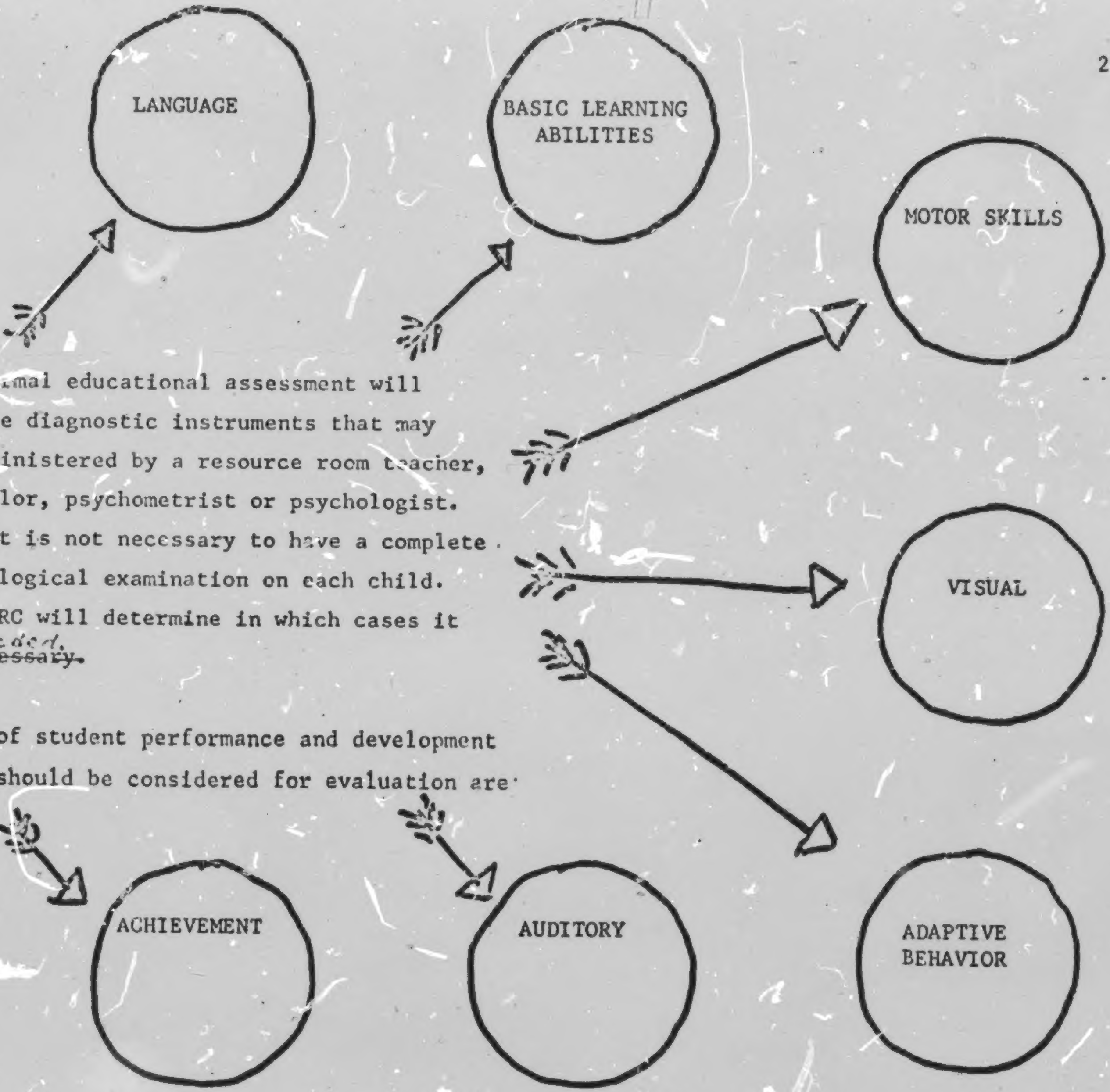
LANGUAGE
BASIC LEARNING ABILITIES
MOTOR SKILLS
VISUAL
ADAPTIVE BEHAVIOR
AUDITORY
ACHIEVEMENT

The formal educational assessment will include diagnostic instruments that may be administered by a resource room teacher, counselor, psychometrist or psychologist. NOTE it is not necessary to have a complete psychological examination on each child. The EPRC will determine in which cases it is needed. ~~necessary.~~

Areas of student performance and development which should be considered for evaluation are shown.

SECTION TWO

Programming For Students . . . .

.... Skill Areas of Instructional Program

.....................The Prescription Process

.... Grouping for Instruction

.... Staff Planning

PROGRAMMING FOR STUDENTS

The first major step in developing a program for a student is the preparation of an educational prescription. Length of sessions, grouping, materials and equipment, skill areas and methodology can be determined only after a comprehensive prescription has been completed. An educational prescription may be defined as a sequential and comprehensive written program based on the documented needs of an individual student. The components of a prescription are assessment, objectives, methods and materials, and evaluation. Each will be described briefly.

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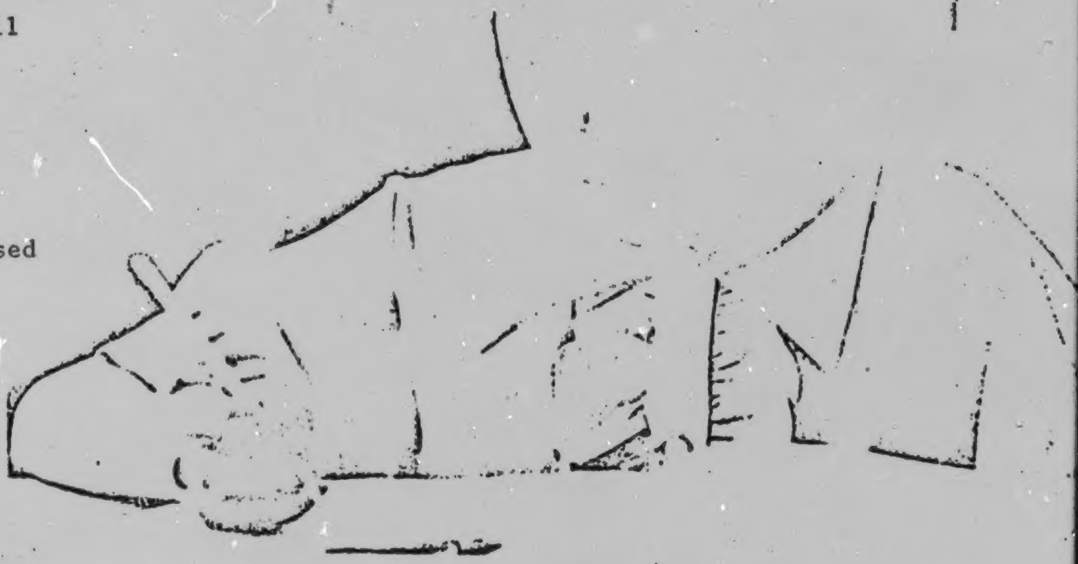
The results of the assessment activities provide the information necessary for the decision-making process of education. The assessment data permits a better understanding of the child, how he functions and learns. Much of the information analyzed by the Educational Planning and Review Committee will be utilized by the Resource Room teacher.

Formal assessment is based on results from published tests which have standardized instructions and measure specific skills. Results are reported in scores for mental age, stanines, percentiles and grade equivalents.



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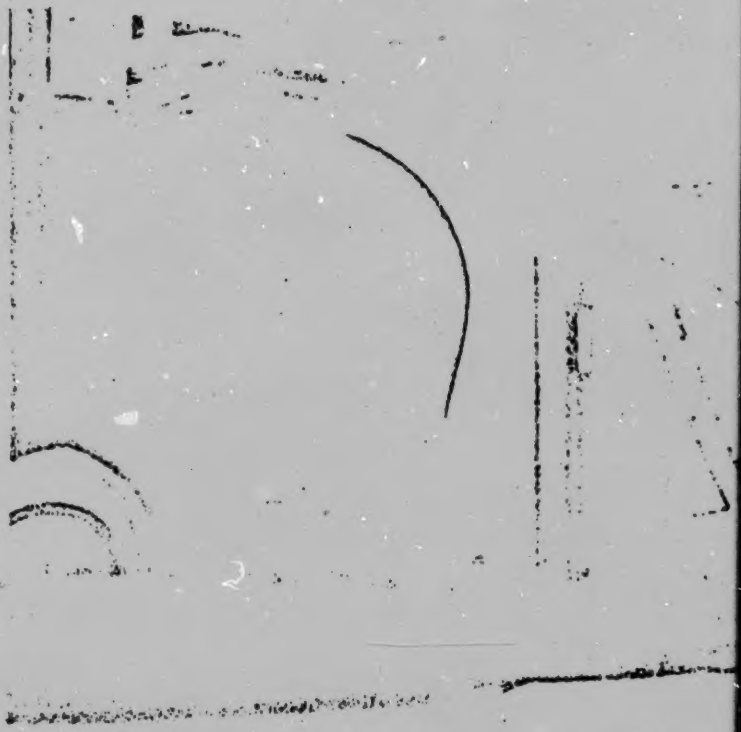
Criterion referenced tests and teacher-made instruments presenting specific stimuli under particular conditions are the tools of informal assessment. An exmaple would be presenting a child with a task of 10 multiplication problems to determine if the child knows the facts of 9. If the child is able to complete the problems correctly, the teacher presumes the child has mastered that objective.



SKILL AREAS OF INSTRUCTIONAL PROGRAM
(See materials listed in Appendix)

I. Perceptual Skills

  A. Auditory

    1. Auditory input - acuity
    2. Sequencing
    3. Perception and discrimination
    4. Encoding and decoding
    5. Memory
    6. Auditory integration (abstract thinking)
    7. Audio-motor - hear a stimulus and respond

  B. Visual

    1. Visual reception - acuity
    2. Sequencing
    3. Perception and discrimination
    4. Encoding and decoding
    5. Memory
    6. Visual integration (Ocular, pursuit training, quick focus)
    7. Visual-motor - see a stimulus and respond

  C. Supportive Sensory Modalities

    1. Gustatory (taste)
    2. Olfactory (smell)
    3. Taction (touch)

II. Social Skills

A. Adapt Series - from
Adapt Press, Souix Falls, S.D.
Identifies problems and
gives teaching suggestions

B. Self concept - awareness and
knowledge of self worth

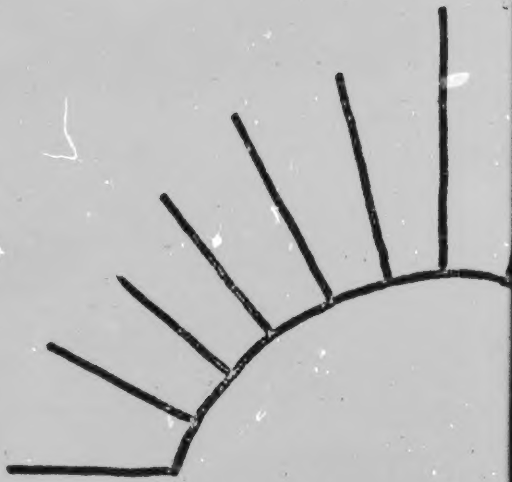
III. Motor Skills

A. Gross Motor Activities
(examples)

Running obstacle course
Erect sitting
Crawling
Balance
Rhythm -
Perception activities

B. Fine Motor Activities
(examples)

Handwriting
Eye-hand coordination
(ball bouncing)
Finger dexterity



C. References

1. Valett - The Remediatio
Disabilities

2. Kirk - Psycholinguistic
Diagnosis and Re

3. Cratty - Movement Activ
and the Educat

4. Frostig - Move, Learn a

5. Chaney & Kepahrt - Mot
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Handwriting
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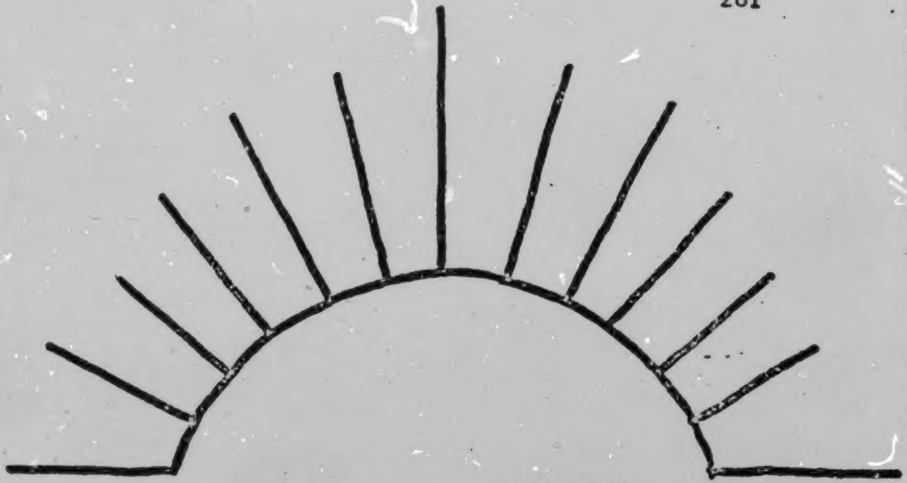

C. References

1. Valett - The Remediation of Learning Disabilities
2. Kirk - Psycholinguistic Learning Disabilities- Diagnosis and Remediation
3. Cratty - Movement Activities, Motor Ability and the Education of Children
4. Frostig - Move, Learn and Grow
5. Chaney & Kepahrt - Motoric Aids to Perceptual Training

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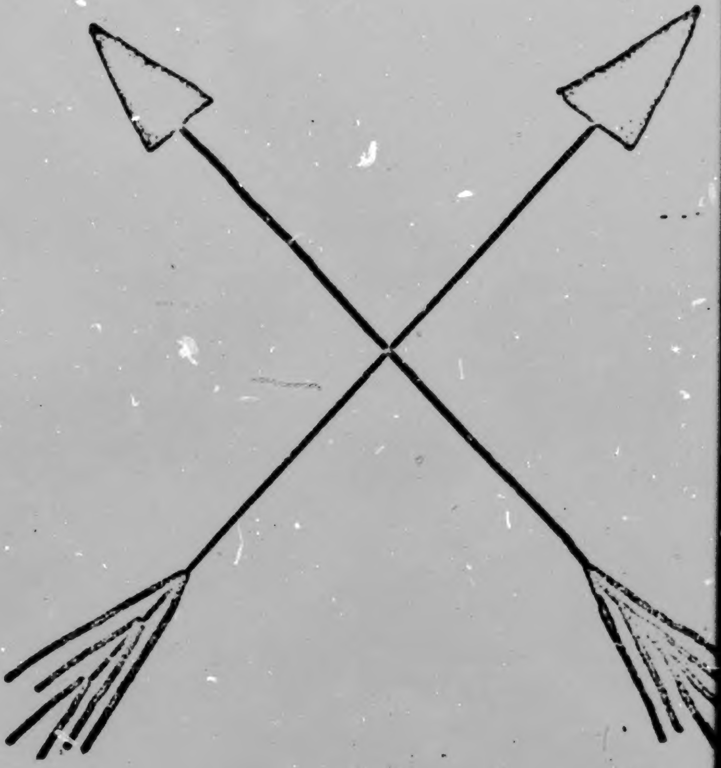
IV. Language

- A. Speech skill development
- B. Vocabulary development - dual language approach through both Navajo and English vocabularies
- C. Word analysis
  - 1. Phonetic analysis
  - 2. Structural analysis
- D. Comprehension - assimilation of and response to language stimulation
- E. Study skills

V. Conceptual Skills

- A. Numbers and operations
- B. Geometry -
- C. Measurement
- D. Application of mathematics
- E. Sets
- F. Problem solving
- G. Functions and Graphs
- H. Stastics and Probability
- I. General information skills
- J. Generalizations
- K. Classification - how to group things
- L. Common sense - reasoning techniques



THE PRESCRIPTION PROCESS

The information obtained through the assessment process is used to develop a "plan of action" in the form of an educational prescription. This prescription should include both long and short range objectives written in behavioral terms.

The resource room teacher must be able to implement the prescribed program through schedules, daily lesson plans, selection and use of appropriate materials and educational strategies.

The evaluation process determines the degree to which the student has achieved the objectives stated in the educational prescription. The results of this evaluation indicate not only the results of instruction but also the appropriatness of the methods and materials used.

The assessment/intervention process used by resource room teachers should focus upon the skills the student needs in order to function in his regular classroom. The criteria for selection of assessmet techniques and educational interventions should be based upon the regular classroom instruction of that student. When a student continues to fail after adaptations of the existing curriculum, other methods and materials should be selected. With some students the resource room program will differ significantly from the regular curriculum, but the resource teacher should attempt to strengthen the student in those activities which confront him in the regular program.

The instructional activities of the resource room should be designed so that the greatest possible amount of carry-over will be experienced in the regular classroom.

During the development of an educational prescription specific skill areas must be selected based on the needs of the student. The following list suggests some of the materials on the market and is offered to assist the reader i$\overset{n}{s}$ the skill areas to be developed in the prescription.

Additional materials may be known by individual teachers and should be used if they meet the assessed needs of the child.

GROUPING FOR INSTRUCTION

Strategies for grouping will be developed in light of target population, resource room objectives and needs of referred students.

Some suggested groupings are:

1. By instructional needs, motor needs, level of perceptual training, social development
2. By chronological age, primary or intermediate level
3. By classroom programs or schedules. Consideration should be given for recesses, lunch, sports and physical education
4. By combination of any of these

Size of instructional groups may range from two to six students for a teacher and one aide. There are several factors to consider in determining the size of groups:

1. Complexity of instructional material
2. Nature of instructional activity; gross-motor, reading, etc.
3. Emotional condition of student(s)
4. Available materials or equipment

Sessions should be flexible s time can vary with the needs o student. However, after the l sessions has been determined, vary. Such irregularity would ~~regular~~ classroom teacher havi re-adapt the room schedule to child.

Usual sessions are approximate in length although an occassio need a double session. Howeve the student needs placement fo more, a self-contained program of instructional groups may range two to six students for a teacher ne aide. There are several factors nsider in determining the size of s:

- Complexity of instructional material
- Nature of instructional activity; gross-motor, reading, etc.
- Emotional condition of student(s)
- Available materials or equipment

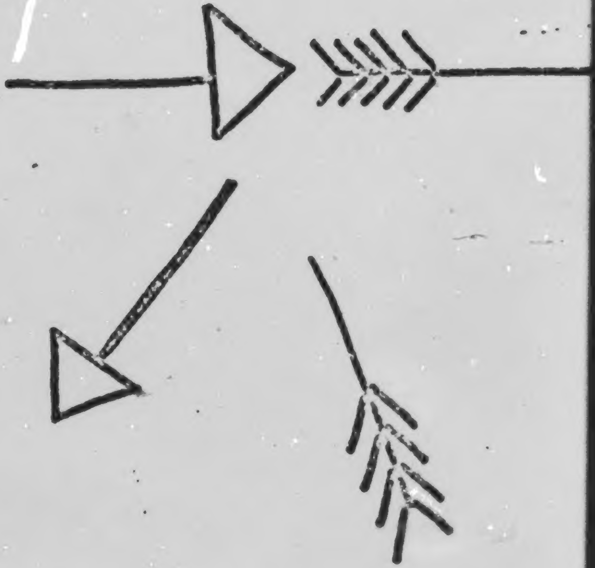
Sessions should be flexible so the length of time can vary with the needs of the individual student. However, after the length of specific sessions has been determined, it should not vary. Such irregularity would result in the ~~regular~~ classroom teacher having to adapt and re-adapt the room schedule to the referred child.

Usual sessions are approximately 50 - 55 minutes in length although an occassional student may need a double session. However if it is found the student needs placement for two hours or more, a self-contained program should be considered.

STAFF PLANNING

All aspects of the resource room should be the results of planning done by the Resource Room Team. Planning typically covers the following events and reasons:

1. Before a new referral is scheduled into the resource room the prescription and behavioral objectives should be developed
2. Each day every student's work is evaluated, new individual lessons prepared, record keeping cmpleted, equipment and materials readied for the next session.
3. Before returning a student to full-time regular class, consideration must be given to follow-up and possible support service.
4. Inservice training sessions can orient regular teachers to the resource room program and help them understand the procedures they can use to strengthen the total school program.
5. Ordering and requisitioning for the resource room requires careful consideration of the needs of the individual students. in order that appropriate materials are at hand.



SECTION THREE

The Learning Environment ....

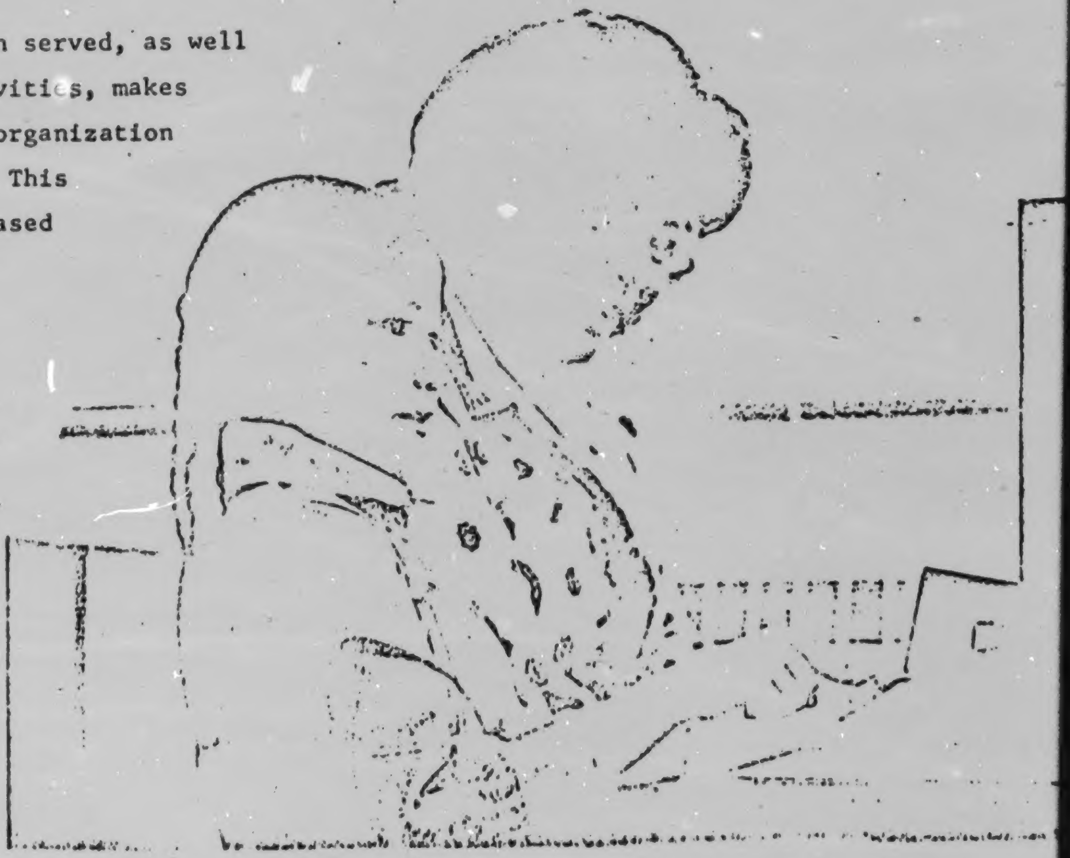
..........Physical Facilities and Sample Room Designs

...................Equipment, Learning Aids, Materials

.......................Areas of Teacher Responsibility

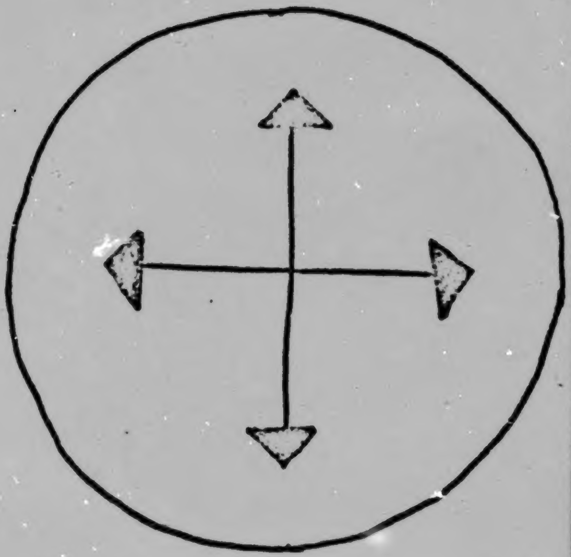
THE LEARNING ENVIRONMENT

The numbers of children served, as well as the variety of activities, makes necessary the planned organization of the resource room. This organization must be based on students' needs for space, materials and equipment.



The primary concern will be for the resource room itself. It should be at least as large as a regualr classroom and larger if at all possible. There are three major concerns for space; work areas, activity areas and storage areas.

The work areas should have space set aside for one-to-one instruction, small group or individual study. Usually the student desks found in any school will suffice with the addition of large tables. Booths for individual study are excellent but sometimes beyond the budget of the program. The resource room teacher's creativity can be applied in establishing these areas with existing materials. Regular classroom desks partitioned by book cases, portable chalk boards, large pieces of cardboard, etc., are easy to arrange to insure privacy and enhance attending behavior.



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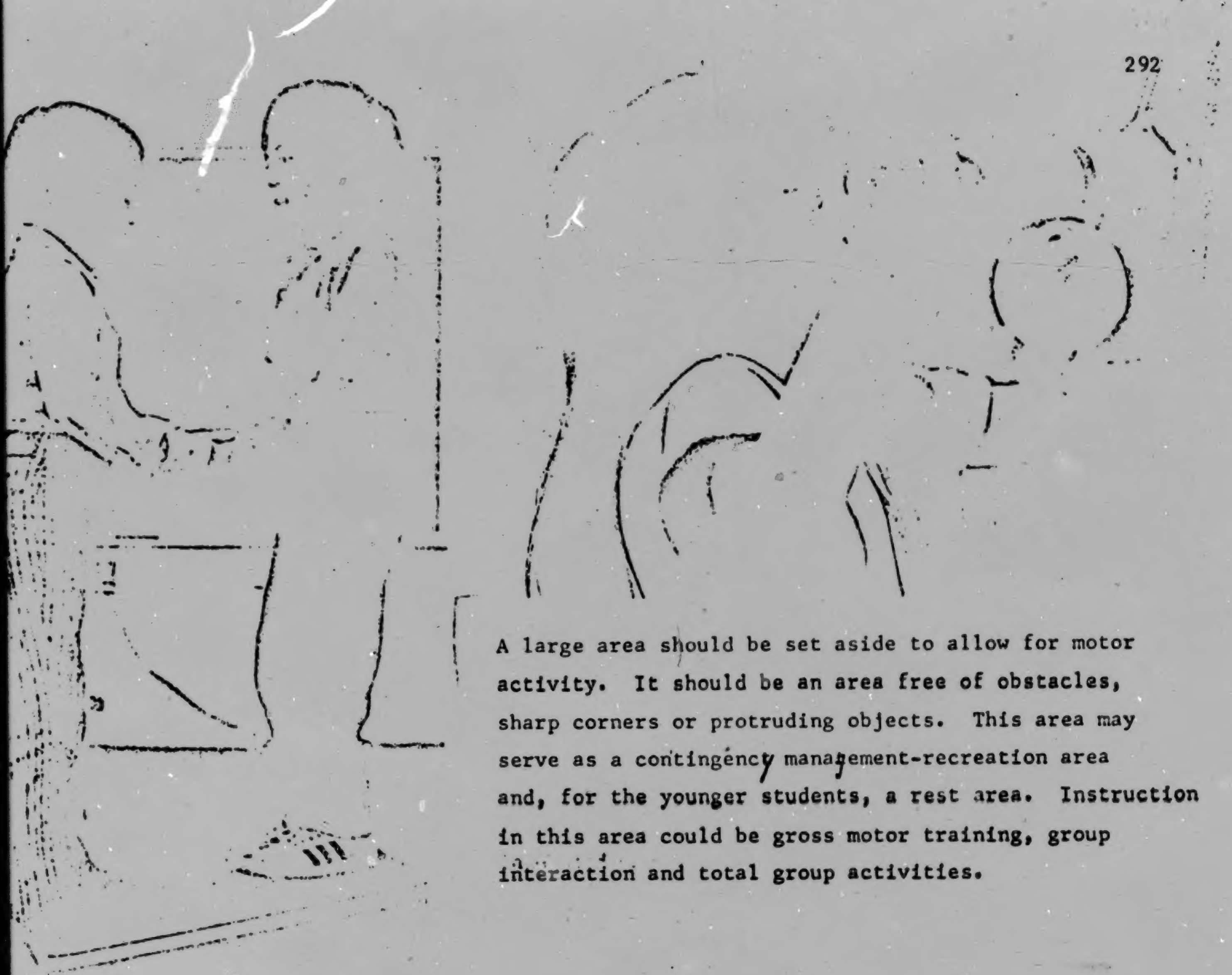


A large area should be set aside to allow for motor activity. It should be an area free of obstacles, sharp corners or protruding objects. This area may serve as a contingency management-recreation area and, for the younger students, a rest area. Instruction in this area could be gross motor training, group interaction and total group activities.

An area for storage is essential. File cabinets or, if necessary, cardboard boxes ease the storage and retrieval of work sheets, student folders and tests. Shelving for instructional materials and equipment is needed. A secured area for the safekeeping of major peices of equipment may be advisable.

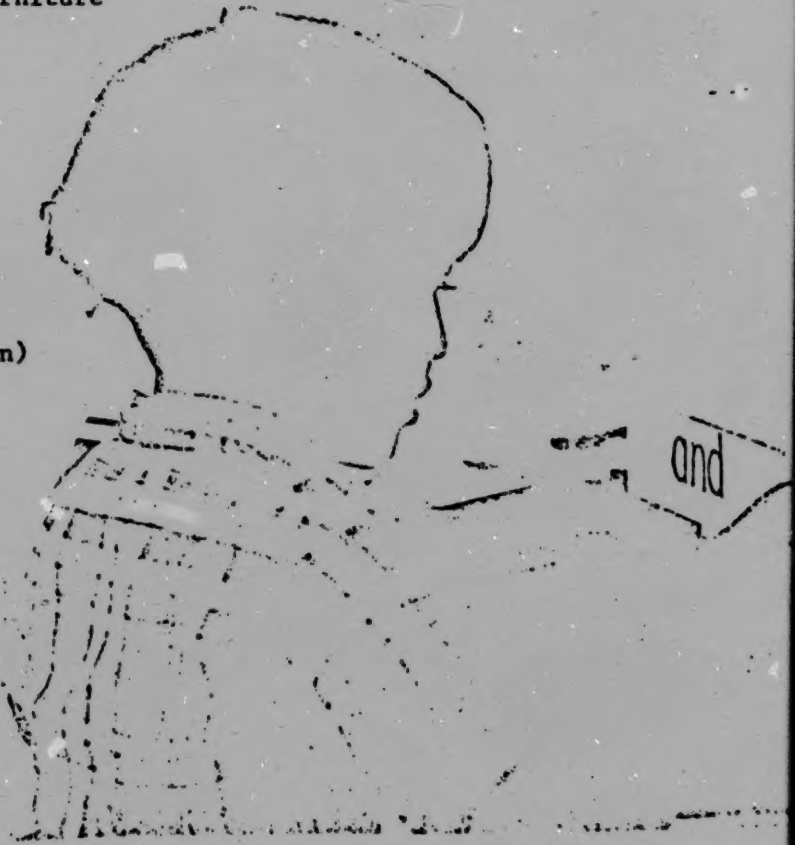
The resource room should be located near the regular classroom and have proper restroom facilities available. It should be attractively painted and equipped with adequate lighting and a sink. Carpeting will reduce noise as well as add to student comfort. In essence the resource room should have a learning environment attractive to students.

Because the purpose of the resource room is to maintain students in the regular classroom, the teacher must have a complete set of the materials utilized in the regular program. These should be supplemented with carefully selected equipment and additional materials for reading, arithmetic and language arts which can be individualized to meet specific needs. Many of these supplementary materials can be selected from commercial sources (budget permitting). Others may be created by the teacher or aide.

The following lists may be helpful.

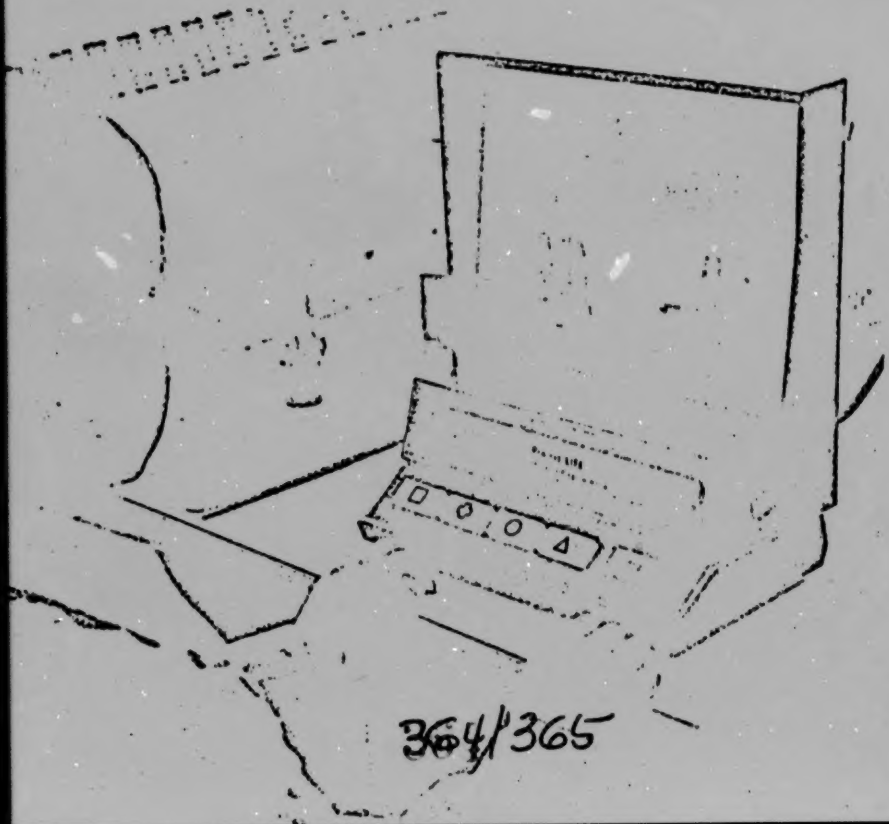
Equipment and Instructional Learning Aids

- Desks and chairs for teacher and aides
- Tables and chairs
- Student desks
- U-shaped listening center with screen and blackboard or moveable modular furniture
- Phonograph
- Tape recorder
- Language Master
- Audio Flashcard Reader
- Cassette player
- Filmstrip projector
- Overhead projector
- Student response program master
- Show and Tell machine
- Balance beam
- Acoustophones or headsets
- Small trampoline (for younger children)
- Mat
- Tunnel (for younger children)
- Equipment cart
- Typewriter
- Bookcase
- Cupboards
- Files
- Shelves - open and closed
- Wardrobe



Materials for perceptual training

- Webstermaster (for development of learning readiness)
- Filmstrips (Progressive Visual Perceptual Training)
- Pathway Schools Program
- Flex-ed programs
- Ruth Chives Program
- Developmental Learning Materials
- Dubnoff Program
- General Electric Perceptual Program
- Fitzhugh PLUS Materials
- Instructo Corp. materials



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Materials for Language Arts ...

- Peabody Kit including Rebus Readers
- Audio Reading Progress Lab
- Sullivan Programmed Reading Series
- System 80
- General Electric Language Program and Reading Program
- Fountain Valley Program (works with any reading program)
- Grolier Reading Program
- Bowman Reading Incentive Program
- Checkered Flag Reading Program
- Dolch teaching aids
- SRA Learning to Think Series
- SRA reading kits
- Jim Forest readers
- Morgan Bay Mysteries
- Happenings
- Educational Developmental Laboratories Controlled Reader
- Gateway Program
- Imperial Reading Program
- ESP, USA tapes
- Read Alone, Read Along
- Electronic Futures Phonics Program
- Open Court Series

Material for Mathematics

- Fountain Valley (diagnostic tool)
- Continuous Progress Laboratory (Educational Progress Corp.)
- Continental Press materials
- Mini-Systems (Learning Systems Corp.)
- Open Court (for primary)
- Developmental Learning materials (for drill)
- Scholastic Book Service (self-teaching arithmetic)
- SRA Program

Suggested

- Paper
- Pencils
- Crayons

for primary and elementary

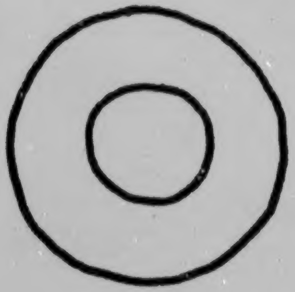
- Scissors
- Art materials
- Money kits
- Number lines
- Clock faces
- Nurf balls
- Jump ropes
- Lincoln logs
- Plastic building tools
- Texture kits
- Mirrors (full length)
- Games
- Coordination skills records
- Listening and moving records
- Hand tools
- Kitchen utensils
- Alphabet charts
- Clay

The resource teacher's day encompasses four major areas of activity; planning, instructing, consulting and assessing.

Without adequate daily in-depth planning the resource room program cannot be successful. Individual and group lessons must be prepared and necessary equipment and materials readied for use. The recording of progress data is a daily task since it becomes the basis for further planning.

The major portion of the teacher's day will, of course, be devoted to instruction of individuals and small groups and the supervising of all resource room activities. The regular classroom teacher should be encouraged to visit the resource room during the periods of daily instruction.

Consultations with the regular program staff is necessary for the smooth operation of the resource room and for the maximum benefit to the child needing special help. This is particularly true at the time a child is returned to full time in the classroom or when the committee determines that a child should remain in the regular program with supportive services to his teacher.



The assessment procedure is constantly on-going for every child through an individual daily log. This record should chart all behavioral objectives, educational activities and materials used. Each ~~chart~~ [illegible] should also show daily evaluations of these activities and objectives.

SECTION FOUR

Staff...

.............Teacher: responsibilities, qualifications

...............Aide: responsibilities, qualifications

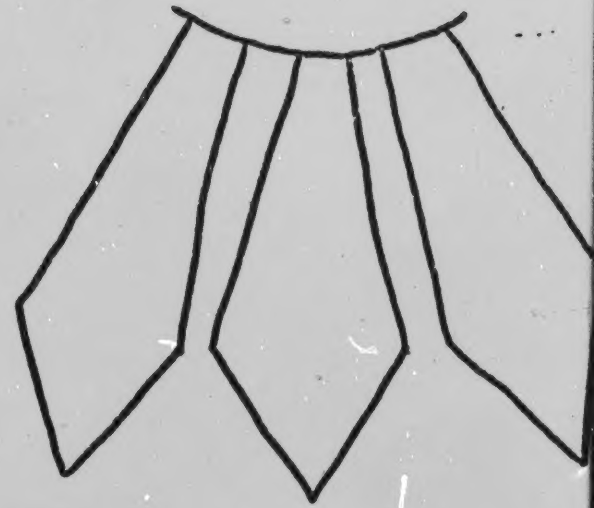
.....................................Administrator

....Tutors

STAFF

I Teacher; qualifications and responsibilities

- A. Qualifications
    - 1. Minimum of six units in Learning Disabilities in addition to a degree in education.
    - 2. Minimum of six units selected from the following curriculum areas:
        - a. Emotionally disturbed and/or socially maladjusted
        - b. Mentally handicapped
        - c. Educationally handicapped
        - d. Culturally different
        - e. Communicative disorders
        - f. Diagnostic-prescriptive teaching
    - 3. Minimum of one year teaching Navajo students



B. Responsibilities

1. Assessment of specific educational and behavioral problems and needs
2. Development and implementation of educational prescriptions
3. Close and harmonious communication with other teachers and ancillary staff
4. Coordination of services needed by the students
5. Provision of in-service training for other staff members and local community groups
6. Knowledge of current trends in education as demonstrated by
    a. Professional membership in exceptional children organizations
    b. Attendance at workshops and educational conferences, conventions, etc.
    c. Continuance of professional development by completion of a minimum of 6 credits every 2 years selected from those areas listed under educational qualifications

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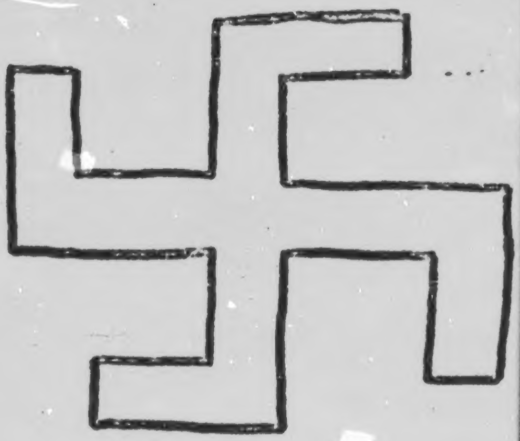
II Aide; qualifications and responsibilities

A. Qualifications

1. High school diploma. It would be desirable for the aide to have or acquire six units of undergraduate work in any of the following areas:
    - a. Child development
    - b. Psychology
    - c. English
2. Minimum of one year para-Professional experience working with Navajo children and youth

b. Responsibilities

1. Functioning as a cooperative member of the resource team
2. Using the native language in acting as a laison person with parents, para-professionals and community members
3. Continuing professional development as demonstrated by
    - a. Attendance at workshops, conferences, etc.
    - b. Completion of six credits every two years which would apply toward a college degree



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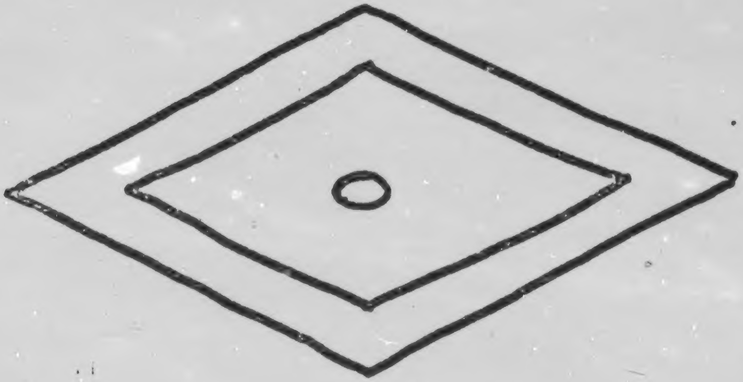
III Administrator responsibilities

A. Chairmanship of the Educational Planning and Review Committee

B. Assistance in coordinating the resource program, the regular program and ancillary services

C. Provision of supportive services to the resource team through increasing knowledge of resource room and related programs



TUTORS

On some occassions additional personnel are available to assist in the resource room. It is important that each person involved has an understanding of the of the activities that are to be implemented, and that each works under the direction of the resource room teacher or aide. Tutors may work either in the resource room or, with the consent of the teacher, in the regular classroom. These assistants may utilize flash cards, programmed materials, or may aid in the activities for developing gross motor or social skills.

Peer and cross-age students as well as parents, grandparents, university students and other volunteers can be of immense help to both the resource room and the regular teacher.

RESOURCE ROOM
REFERRAL FORM

CHILD'S NAME ________ SCHOOL ________ DATE ________

Mo. ____ Day ____ Year ____ BIRTHDAY ________ SEX ________ GRADE ________

PARENT OR GUARDIAN ________ LOCATION OF HOME ________

CURRENT GRADES: ________ Arithmetic ________ Reading ________ Writing

Reader child is now using: ________

Special Abilities: ________

Special Handicaps: ________

TESTS ON RECORD:	RESULTS:	YEAR GIVEN:

Social Adjustment (with peers): ________ Excellent ________ Normal ________ Poor

Classroom Behavior: Withdrawn, Daydreaming, Dawdling, Aggressive, Quarrelsome, Shy, Emotional, Attentive, Cooperative, Diligent, Competitive. (Circle those which describe, or fill in blanks.)

____

____

________ child entered present school

________ School previously attended

________ Age at entrance into grade one

________ Grades repeated

________ Is health record at present school

________ Is cumulative record at present school

REASON FOR REFERRAL (Please explain fully): ________

____

____

____

________ DATE REFERRED

________ Teacher's Signature

________ Principal's Signature

________ Parent's Signature

Evaluation Instruments

The following is a list of evaluation instruments that may be used in the basic skill area

Language

Arizona Ariticulation Scale, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Riley Articulation and Language Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025

Templin Darley Test of Articulation, Bureau of Educational Research and Service, University of Iowa, Iowa City, Iowa 52240

Slingerland Screening Test For Identifying Children With Specific Language Disability, Educators Publishing Service, Incorporated, Cambridge, Massachusetts, 02138

Intelligence

Culture Fair Intelligence Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Leiter Intelligence Performance Scale, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025

Intelligence (continued)

Chicago Non-Verbal Examination,
logical Corporation, 304 E. 45th
New York, New York, 10017

Hiskey Nebraska Test of Learning
tudes, University of Nebraska Pr

Wechsler Intelligence Scale for
Psychological Corporation, 304 E.
Street, New York, New York, 1001

Achievement

Peabody Individual Achievement T
American Guidance Services, Publ
Building, Circle Pines, Minnesota

Fundamental Achievement Series,
logical Corporation, 304 E. 45th
New York, New York, 10017

Basic Educational Skills Invento
Select - Ed Inc., 117 N. Chester,
No. 4, Olathe, Kansas 66061

Gilmore Oral Reading Test, Harcou
Jovanovich, Inc. 757 Third Ave.,
New York, 10017

a list of evaluation instruments that may be used in the basic skill areas.

tion Scale, Western
rvices, 12031 Wilshire
es, California 90025

on and Language Test,
gical Services, 12031
Los Angeles, CA 90025

est of Articulation,
ional Research and Ser-
of Iowa, Iowa City,

ening Test For Identi-
ith Specific Language
tors Publishing Service,
mbridge, Massachusetts,

lligence Test, Western
vices, 12031 Wilshire
s, California 90025

ce Performance Scale,
ical Services, 12031
os Angeles, CA 90025

Intelligence (continued)

Chicago Non-Verbal Examination, Psychological Corporation, 304 E. 45th Street
New York, New York, 10017

Hiskey Nebraska Test of Learning Aptitudes, University of Nebraska Press

Wechsler Intelligence Scale for Children, Psychological Corporation, 304 E. 45th Street, New York, New York, 10017

Achievement

Peabody Individual Achievement Test, American Guidance Services, Publisher's Building, Circle Pines, Minnesota 55014

Fundamental Achievement Series, Psychological Corporation, 304 E. 45th street
New York, New York, 10017

Basic Educational Skills Inventory, Select - Ed Inc., 117 N. Chester, Suite No. 4, Olathe, Kansas 66061

Gilmore Oral Reading Test, Harcourt Brace Jovanovich, Inc. 757 Third Ave., New York
New York, 10017

Achievement (continued)

Durrel Analysis of Reading Difficulty,
Harcourt Brace Jovanovich, Inc. 757
Third Ave., New York, New York 10017

Wide Range Achievement Test, The Psy-
chological Corporation, 304 E. 45th
Street, New York, New York, 10017

Motor Skills

Motor Problems Inventory, Western
Psychological Services, 12031 Wilshire
Blvd., Los Angeles, California 90025

Lincoln-Oseretsky Motor Development
Scale, Western Psychological Services,
12031 Wilshird.Blvd., Los Angdles, CA
09925

Purdue Perceptual Motor Survey, Charles
E. Merrill Publishing Co., 1300 Alum
Creek Drive, Columbus, Ohio 43216

Auditory

Wepman Auditory Discrimination, Western
Psychological Services, 12031 Wilshire
Blvd., Los Angeles, California 90025

Auditory Memory Span Test, Western Psy-
chological Services, 12031 Wilshire Blvd.
Los Angeles, California 90025

Auditory (continued)

Auditory Sequential Memory Test,
Psychological Services, 12031 Wi
Blvd., Los Angeles, California

Visual

Dennis Visual Perception Scale,
Psychological Services, 12031 Wi
Blvd., Los Angeles, California

Primary Visual Motor Test, Weste
chological Services, 12031 Wilsh
Los Angeles, California 90025

Dvorine Color Vision Test, Weste
chological Services, 12031 Wilsh
Los Angeles, California 90025

Bender Gestalt Test for Childre
Psychological Services, 12031 Wi
Blvd., Los Angeles, California

Frostig Developmental Test of V
ception, Consulting Psychologis
Inc. 577 College Ave., Palo Al

Farnsworth Dichotomous Test for
Blindness, Psychological Copora
East 45th Street New York, New

Adaptive Behavior

Vineland Social Maturity Scale,
gical Corporation, 304 E. 45th
York, New York, 10017

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ued)

s of Reading Difficulty,
Jovanovich, Inc. 757
w York, New York 10017

ievement Test, The Psy-
poration, 304 E. 45th
rk, New York, 10017

Inventory, Western
Services, 12031 Wilshire
eles, California 90025

sky Motor Development
Psychological Services,
Blvd., Los Angeles, CA

ual Motor Survey, Charles
lishing Co., 1300 Alum
lumbus, Ohio 43216

Discrimination, Western
Services, 12031 Wilshire
les, California 90025

Span Test, Western Psy-
ices, 12031 Wilshire Blvd.
lifornia 90025

Auditory (continued)

Auditory Sequential Memory Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Visual

Dennis Visual Perception Scale, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Primary Visual Motor Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Dvorine Color Vision Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Bender Gestalt Test for Children, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Frostig Developmental Test of Visual Perception, Consulting Psychologists Press, Inc. 577 College Ave., Palo Alto CA 94306

Farnsworth Dichotomous Test for Color Blindness, Psychological Coporation, 304 East 45th Street New York, New York 10017

Adaptive Behavior

Vineland Social Maturity Scale, Psychological Corporation, 304 E. 45th Street, New York, New York, 10017

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Adaptive Behavior (continued)

Adaptive Behavior Inventory for Children, Mercer, published 1975.

Basic Learning Abilities

Illinois Test of Psycholinguistic Abilities, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

Valett Developmental Survey of Basic Learning Abilities, Consulting Psychologists Press, Inc. 577 College Ave., Palo Alto, CA 94306

Southern Californai Sensory Integration Test, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, Californai 90025

Detroit Test of Learning Aptitude, Bobbs - Merrill Co. Inc. 4300 W. 62nd Street, Indianapolis, Indiana 46206

Readiness and Early Childhood Screening Tests

Kindergarten Evaluation of Learning Potential

Valett Developmental Survey of Basic Learning Abilities, Consulting Psychologists Press, Inc. 577 College Ave., Palo Alto, California 94306

Anton Brenner Gestalt Test of School Readiness, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, California 90025

____________________ DOB ________ Grade ______ C# ________
Last First Middle

____________________ DOB ________ Grade ______ C# ________
Last First Middle

____________________ DOB ________ Grade ______ C# ________
Last First Middle

____________________ DOB ________ Grade ______ C# ________
Last First Middle

____________________ DOB ________ Grade ______ C# ________
Last First Middle

Other adults living in the home:

____________________ DOB ________ Relationship ________
Last First Middle

____________________ DOB ________ Relationship ________
Last First Middle

____________________ DOB ________ Relationship ________
Last First Middle

Legal Guardian ____________________ DOB ________ C# ________
Last First Middle

Address ____________________ City ________ State ________

Occupation ____________________ Social Security# ________

Where they work ____________________

Circle highest grade completed 1 2 3 4 5 6 7 8 Elementary 9 10 11 12 High School 1 2 3 4 College

With whom is the child living ____________________
Name Address Relationship

____
Name Address Relationship

Language spoken in home ____________________ Religion ________

Former places of residence:

From ________ To ________ Address ____________________

From ________ To ________ Address ____________________

Health History

be completed from information obtained from the parents and/or school and lth records:)

of student ______________________ Date ______________

ess ______________ City ______________ State ______________

______________ C# ______________ School ______________________

ic ______________________

munization Record:

ease	Date of Immunization	Disease	Date of Immunization
llpox	______________	Whooping cough	______________
theria	______________	Influenza	______________
arlet Fever	______________	Polio	______________
tanus	______________	Other	______________
oid	______________		

Tuberculosis -- Mantoux Test (skin test) ______ Pos. ______ Neg. X ray ______________ Result

marks: ____

____

Vision - Hearing

	Date of exam	Test used	Test findings	Examiner
ion	______________	______________	R L	______________
earing	______________	______________	R L	______________

mendations:

____

____

____

____

Background Information:

- Were there any unusual circumstances about the birth of the child? (Premature, Breech delivery, Parent alcoholism, Parent drug use, other.) 388

____

____

Health History

. Has the child ever had a high fever for more than one day? How often?________

Yes __________ No __________ How long?______________________________

C. When was the last time the child was seen by a medical doctor?____________________

What doctor?______________________________ Where?______________________________

For what reason?____

____

____

D. Does the child have regular physical check-ups? Yes______ no______

Name of Doctor______________________________Address______________________________

City__________________State______________ Date of last check-up____________________

E. Has the child ever been hospitalized? If so, how long, when, and for what reason?

____

____

F. Has the child ever had surgery? Yes____ No__________ If yes, give reason and date.

____

____

Doctor______________________________Place______________________________

G. List any other accidents and illnesses the child has had and their dates:

Illness	Dates

H. Does the child have:

__________Allergies
__________Dizzy Spells
__________Headaches
__________Asthma
__________Other

__________Hay Fever
__________Heart Condition
__________Sinus Trouble
__________Epileptic Seizures
__________Other

Any other conditions which would be important for the school to know__________________

____

____

I. Is the child under any form of medication at the present time? Yes______________

No______ Reason____

____

Health History

Is the child to be restricted in any school activities because of health?

es__________ No__________ Type of activities and reason______________________________

Does the child have a physical handicap? Yes________ No______________

f yes, what type of handicap____

Educational - psychological Evaluation

	Date of exam	Test used	Test results
Educational			
Psychological			

Observations

Date	Examiner	Results

Comments---

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Health Record Release Form

hereby give my permission for counselors, special education teachers, teachers nd principal, who are associated directly with my child, (name) ____________________ ____________________, to review my child's health records at the Public Health linic and/or Hospital.

____
Parent or Legal Guardian (Signature)

Date____________________

____
Witness (Signature)

Date____________________

Family History

Date ____________

e of Student ______________________ DOB ____________ C# ____________
Last First Middle

ress ______________________ City ____________ State ____________

ce of Birth ______________________ Degree Indian ____________
City State

st year enrolled in school ________ ______________________
Year Where

e of Father ______________________ DOB ____________ C# ____________
Last First Middle

ess ______________________ City ____________ State ____________

not living give year of death ______________________

pation of Father ______________________ Social Security# ____________

re does Father work ______________________

cle highest grade completed 1 2 3 4 5 6 7 8 Elementary 9 10 11 12 High School 1 2 3 4 College

e of Mother ______________________ DOB ____________ C# ____________
Last First Middle

dress ______________________ City ____________ State ____________

not living give year of death ______________________

pation of Mother ______________________ Social Security# ____________

ere does Mother work ______________________

rcle highest grade completed 1 2 3 4 5 6 7 8 Elementary 9 10 11 12 High School 1 2 3 4 College

tal status of parents - Married ________ Separated ________ Divorced ________

remarried, to whom - Father ______________________ C# ____________

Mother ______________________ C# ____________

mes of other children in the family:

______________________ DOB ____________ Grade ________ C# ____________
Last First Middle

______________________ DOB ____________ Grade ________ C# ____________
Last First Middle

Spe ial Program Placem nt Form

Special Program Placment Form

I hereby give my permission for my child, ______________________ to receive instruction
Name

in the Resource Room at ______________________ I understand that this instruction is to attempt
School

to better meet the present needs of my child.

To be explained by the interpreter:

1. Specific problems of the child:

____

____

____

2. Placement criteria (tests and other evaluation procedures, dates given).

____

____

3. Type of program offered:

____

____

______________________ Parent/Legal Guardian ______________________ Date

______________________ Interpreter ______________________ Date

______________________ Witness ______________________ Date

SAMPLE: LETTER TO PARENTS

Dear Parents:

Your child, ________________, has been chosen to participate in Resource Room activities at ___________________________ School.

This room provides an opportunity for your child to receive individual attention in learning skills for two hours during the school day.

Please sign and return this slip to indicate that you have received this.

________________________________ (Name)

________________________________ (Phone No.)

________________________________ (Address)

________________________________ (Date)

Title	Subj. Area	Materials Included	Inst. Levels	Implementation	Sourc
Developmental Learning Materials	Aud. Perceptual Training	5 sets of tapes, dittoes, and Instructions. Each box contains 3 levels for each skill	Grade Level 1 - 3 Special Educ.	Used to improve Auditory memory, discrimination, Figure Ground, motor and skills	Developing Material 3505 N. As Chicago, I
Educational Progress Corp.	Read	16 tapes including diagnostic test for each level - Teachers manual & student workbooks.	Grades 1 through 6	A reading program including a diagnostic Test. Good for individualized instruction.	Educationa Corporatio 8538 E. 41 Tulsa, Okl
Continuous Progress Laboratories	Math	Each set contains 8 tapes and individual cards for 3 levels. Student workbooks also available.	Grades 1 - 6	Geared to individualize instruction	Educationa Corporat 8538 E. 4 Tulsa, Ok
General Electric	Lang.	Response Program Master Language/Reading Series I Language/Reading Series II	Grades 1 - 6	Primarily for Ind. Instruction	General E General E Box 43 Schenecto
Patterns in Phonics 1-2	Language	5 sets of audio flashcards stressing sequential phonic skills one teachers manual per series	Pre-Primer Grade - 3	Use with model 101 audio flashcard reader. Primarily for Ind. Instruction	Electroni Incorpor 109 W. Ri Conshoho
Developing Learning Readiness	Visual motor Tactile skills Program	15 filmstrips, desk templates chalkboard templates, moveable melvin, webstermasters, teachers manual.	Pre-Primer Grade - 3 Special Educ.	Teaches visual, motor, tactile skills through template, filmstrips, and dittoes.	Webster D McGraw-Hi 8171 Redw Navato, C

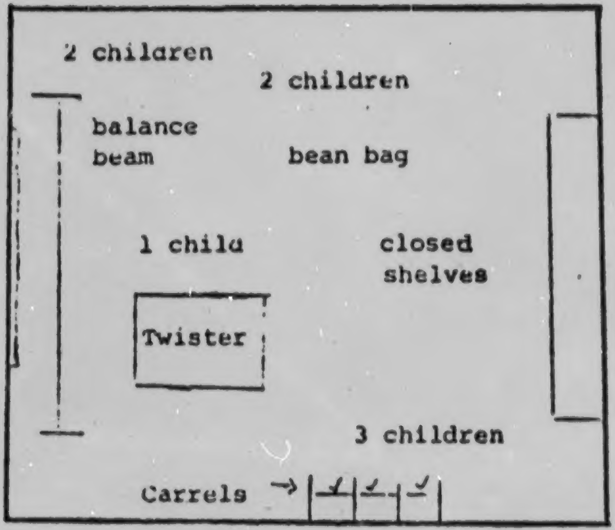
Materials Included	Inst. Levels	Implementation	Source	Price
sets of tapes, dittoes, nd Instructions. Each box ontains 3 levels for each kill	Grade Level 1 - 3 Special Educ.	Used to improve Auditory memory, discrimination, Figure Ground, motor and skills	Developing Learning Materials 3505 N. Ashland Ave. Chicago, ILL 60657	$26.01
6 tapes including diagnosic test for each level - eachers manual & student orkbooks.	Grades 1 through 6	A reading program including a diagnostic Test. Good for individualized instruction.	Educational Progress Corporation 8538 E. 41st St. Tulsa, Oklahoma 74145	Kits $131.50 per level workbook $ .82 each
ach set contains 8 tapes nd individual cards for 3 evels. Student workbooks lso available.	Grades 1 - 6	Geared to individualize instruction	Educational Progress Corporation 8538 E. 41st St. Tulsa, Oklahoma 74145	$112.50 per-grade level
esponse Program Master anguage/Reading Series I anguage/Reading Series II	Grades 1 - 6	Primarily for Ind. Instruction	General Electric Lif General Electric Co. Box 43 Schenectody, NY 12301	Lang. Master $225.00 $420.00 $448.00
sets of audio flashcards tressing sequential phonic kills one teachers manual er series	Pre-Primer Grade - 3	Use with model 101 audio flashcard reader. Primarily for Ind. Instructio	Electronics Futures Incorporated 109 W. Ridge Pike Conshohocken, PA 19428	Level 1: $320.00 Level 2: $380.00
5 filmstrips, desk templates halkboard templates, moveble melvin, webstermasters, eachers manual.	Pre-Primer Grade - 3 Special Educ.	Teaches visual, motor, tactile skills through template, filmstrips, and dittoes.	Webster Division McGraw-Hill Book Co. 8171 Redwood Hiway Navato, California 94947	$170.00

Title	Subj. Area	Materials Included	Inst. Levels	Implementation	Sourc
Fountain Valley	Read Object. & Evaluation	10 testing tapes, 1 book teaching alternatives teachers manual, pupil progress profiles.	Grades 1 - 6	An on going Reading evaluation program for grades 1 - 6.	Richard L. 20800 Beach Huntington Californi
Imperial	Reading and Language	Cassette tapes, workbooks, story books, puppets, educational toys, mirrors.	Primary - Intermediate	Used to improve auditory memory, reception, integration, conceptual development, visual symbol relation; language development and reading skills	Imperial Int national Lea Corp. Conta American Sc Supply, 230 Denver, Col 80205

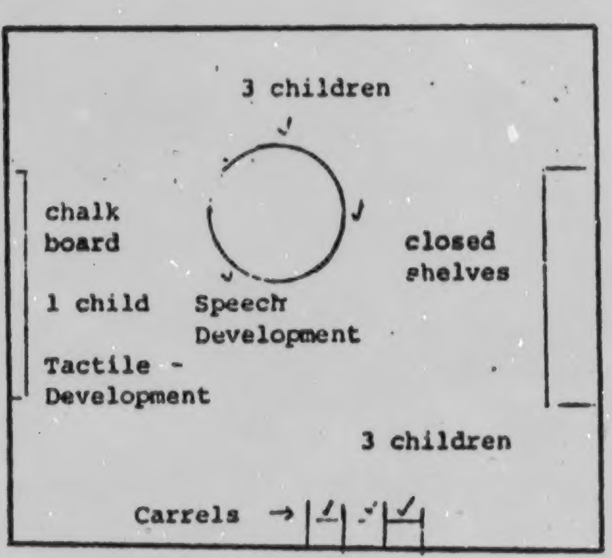
Materials Included	Inst. Levels	Implementation	Source	Price
testing tapes, 1 book ching alternatives chers manual, pupil pro- ss profiles.	Grades 1 - 6	An on going Reading evaluation program for grades 1 - 6.	Richard L. Zweiq 20800 Beach Blvd. Huntington Beach, California 96248	App. $125. per-grade level
sette tapes, workbooks, ry books, puppets, cational toys, mirrors.	Primary - Intermediate	Used to improve auditory memory, reception, integration, conceptual development, visual symbol relation; language development and reading skills	Imperial International Learning Corp. Contact American School Supply, 2301 Lake, Denver, Colorado 80205	K-2 $339 1-3 $339 Interm. $359

EXAMPLES OF ROOM ARRANGEMENT

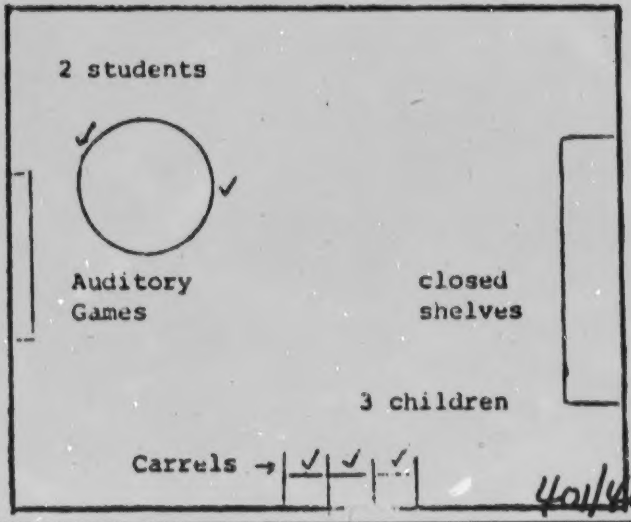
Motor Development
5-8 students


2 children
2 children
balance beam
bean bag
1 child
closed shelves
Twister
3 children
Carrels →
✓ ✓ ✓

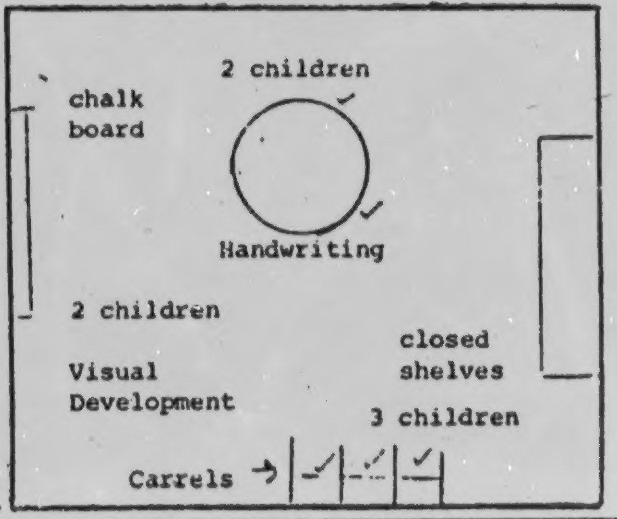
Language Development
5-8 students


3 children
✓
✓
✓
chalk board
closed shelves
1 child
Speech Development
Tactile - Development
3 children
Carrels →
✓ ✓ ✓

Auditory Development
5-8 students


2 students
✓
✓
Auditory Games
closed shelves
3 children
Carrels →
✓ ✓ ✓

Visual Reception
5-8 students


2 children
✓
✓
chalk board
Handwriting
2 children
Visual Development
closed shelves
3 children
Carrels →
✓ ✓ ✓

Resource Teachers Daily Schedule

8:00 - 8:30	Planning
8:30 - 9:30	Session I 1-4 Primary Students
9:30 - 10:15	Session II 3-5 Intermediate Students
10:15 - 11:15	Session III 1-5 Primary Students
11:15 - 11:45	Student Obeservation, record keeping,
11:45 - 12:45	Lunch
12:45 - 1:45	Session IV 1-5 Mixed Level - Specific Disability (Auditory, Visual, Motor)
1:45 - 2:30	Student testing, observation
2:30 - 3:30	Session V 1-5 Intermediate Students
3:30 - 4:30	Staff Planning, record keeping Conferences, parent-teacher

8:00 - 8:30	Planning, evaluation
8:30 - 9:30	Instructional session, Group I, 1-5 students
9:30 - 10:30	Instructional session, Group II, 1-5 students
10:30 - 11:00	Lunch
11:00 - 12:00	Instructional session, Group III, 1-5 students
12:00 - 1:00	Instructional session, Group IV, 1-5 students
1:00 - 2:00	Instructional session, Group V, 1-5 students
2:00 - 3:00	Group meeting with EH students
3:00 - 4:00	Indirect teaching activities A. In-service with staff B. Parent conferences C. Consultation and coordination with regular classroom teachers D. Evaluation of student progress E. Periodic observation time in regular classroom will be scheduled

Directed teaching activities: 75%
Indirect teaching activities: 25%

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on learning of meaningful and non me
auditory and visual learners. Journ
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due Perceptual Motor Survey. Columb
Publishing Co. 1966.

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1953.

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New York: The Psychological Corpora

Wiederholt, J. Lee. Planning res
mildly handicapped. Focus on Exc
124-136.

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n, William, and Pritchell, E.
th, Circle Pines, Minnesota:
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chievement Test. Circle Pines,
e Service, 1970.

. C. (Eds.) Special Education
Porter Sargeant, 1955.

eland, Marian L. Manual for the
st. Providence: Meeting Street

rce model in Special Education.
ation, 1972, 6, 349-354.

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ss Have We Had in Training Them.
In Press).

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APPENDIX E:

SUB-CONTRACT

Sub-Contract

Submitted by:	Bureau of Indian Affairs Office of Education Programs Division of Student Services Albuquerque, New Mexico 87103
To:	Southwest Regional Resource Center New Mexico State University Las Cruces, New Mexico 88001
Project Number:	
Beginning Date:	August 15, 1973
Ending Date:	June 30, 1974
Amount of Funds Requested:	$50,125.00

Request Approved

No additional funds authorized.

Jean D. Gilpin
Contracting/Grants Officer
August 15, 1973

Introduction

This sub-contract is submitted to implement expansion of the Southwest Regional Resource Center for Handicapped Children to include the Bureau of Indian Affairs. The objectives and activities stated in the document are to be carried out as the initial year of a multi-year project. These activities involved regional planning within BIA necessary to assess educational and related resources, investigate potentially applicable models and develop procedures for implementation. Subsequent phases will be designed to initiate region-wide direct services to handicapped Indian children.

BACKGROUND

This project would make funds available to the Bureau of Indian Affairs (BIA) to establish a demonstration model of a Resources Center with appropriate staff to provide services to the Navajo Area, Bureau and public schools to facilitate the education of the Handicapped. The purpose is in accordance with the BEH directive for Regional Resource Centers. It is built on two premises: (1) that all children, regardless of the extent of their handicap, can learn if appropriately taught, and (2) that teachers can become more efficient if they are exposed to better teaching materials and methods.

The proposed site for the demonstration Regional Resource Center is the Many Farms Junior High School, Chinle, Arizona. The Many Farms School is centrally located on the Navajo Reservation. The Navajo Area Office, Chinle Agency and Principal of the Many Farms Junior High School have pledged their support to this program. Housing for the RRC staff will be available on the compound. A contract with the BIA and staff will provide adequate housing for the staff at a reasonable rent. The offices and storage areas are planned to be in a house that will become available on September 1, 1973.

It is planned that the RRC and SEIMC programs will be on the Navajo Reservation, both at Many Farms Junior High School. The rationale is to provide better coordination of efforts for the two programs that assist with the education of the handicapped. Program management will be the responsibility of the Chief, Division of Student Services. Time and attendance reports will be compiled by the Principal, Many Farms Junior High School.

The States of New Mexico and Arizona operate public schools on the Navajo Reservation with approximately 25,000 students. The Bureau of Indian Affairs operates schools with 20,850 students in attendance during the 1972-73 school year. In addition, there are several private schools that provide services to handicapped Indian students. This program will provide services, as outlined, to all schools on the Navajo Reservation. Services will be expanded when possible to the Hopi Reservation, that is contained within the boundaries of the Navajo Reservation. Further, the Head Start Program will receive specialized services as they are under a mandate from Congress to provide services to handicapped pre-schoolers. Attached is two pages that summarize the programs that are operated by the Bureau of Indian Affairs for handicapped Indian children and youth.

PURPOSE

Statement of Needs

Preliminary discussions with Bureau of Indian Affairs (BIA), and review of programs, indicate that there are a significant number of handicapped Indian children not receiving educational services to meet their learning needs. It is also indicated that no regional plan for full services to handicapped children has been established in the region.

In order to meet the needs of the handicapped children under BIA jurisdiction in the region, it will be necessary to identify the handicapped children, define an educational value system, assess all available resources as well as needs, and design and implement adequate models to deliver the required services.

Goal

To develop a regional resource network, which, when fully implemented, will maximize appropriate and adequate educational programs for all handicapped Indian children under BIA jurisdiction in the Southwest Regional Resource Center region.

Objective

The first phase of the project (FY 74) will be conducted at a management level and be directed toward the planning and development of direct service programs to serve handicapped

Indian children under BIA jurisdiction in the States of Arizona, Nevada, Colorado, and New Mexico. By 30 June 1974 the activities listed in the "Activities" section of the contract will be completed and the results submitted to the Director of the Southwest Regional Resource Center.

Responsibilities

1. The Southwest Regional Resource Center (SWRRC) will be responsible for employing the person to direct the project, purchasing materials and other functions consistent with budgetary limitations. The SWRRC will make recommendations for regional activities, monitor and report the progress of the project activities. Representatives of the SWRRC will consult and assist in the development and selection of models, and target areas.
2. The Bureau of Indian Affairs (BIA) will interview applicants for all project personnel positions and recommend suitable candidates to the SWRRC. Representatives of BIA will supervise and monitor the project activities through monthly consultation with and written reports to the SWRRC.

Qualifications

Director:

The director of the project should meet the majority of the following qualifications:

1. Experience or training in resource teaching models.
2. Experience or training in prescriptive teaching models.

3. Knowledge of the educational and related needs of handicapped children.

4. Ability to develop good public and personal relationships.

5. Ability to design, utilize and draw conclusions from data collection.

6. Agreement with the educational philosophy of BIA and the SWRRC (e.g., maximal use of regular classrooms, resource rooms and special classroom for educational programs for handicapped children.

The project director will be an employee of the Southwest Regional Resource Center, which will have fiscal responsibility for the project. Direction of the specific program activities will be under the immediate supervision of BIA, Division of Student Services. All progress reports and documentation of activities will be submitted to both agencies.

Activities

The following activities will be carried out during FY 74. These activities are pursuant to the directives contained in the Bureau of Education for the Handicapped guidelines for Regional Resource Centers dated 8 March 72.

1. By 1 March 74 a preliminary survey to identify handicapped Indian children will be conducted in the four-state region.

2. By 30 June 74 a diagnostic/prescriptive resource room model including the procedure for implementation in the four-state region will be completed.

3. By 30 April 74 a region-wide procedure for diagnosis and identification of handicapped children will be designed and implemented.

4. By 30 June 74 an operational procedure for coordinating materials resources development in the SEIMC project with the diagnostic and evaluation services of the project will be completed.

5. A regional BIA plan for subsequent phases of the project will be submitted to the Southwest Regional Resources Center by 31 May 74, and include:

a. Priorities and target areas
b. Goals and objectives
c. Projected activities
d. Classroom models for individualized instruction
e. Demonstration procedures
f. Implementation strategies
g. Evaluation procedures

BUDGET

Salaries		
BIA Resource Coordinator (GS-12)	$16,682	
Secretary (GS-04)	6,882	
		$23,564
Employee Benefits (9%)		2,121
Indirect Costs (9.5%)		2,440
Supplies & Materials		2,000
Office Supplies		
Postage		
Telephone		
Xerox		
Travel		
Project Director	6,000	
Regional Adv. Committee	2,000	
SWRRC Consultants	2,000	
		10,000
Contracted Services		
Printing	4,000	
Computer Services	3,000	
		7,000
Consultation Services		3,000
TOTAL		$50,125

Navajo Education Resource Center

ATTACHMENTS

Navajo Area

Special Education Programs

1972-73 School Year

Navajo Education Resource Center

Schools	Number of Students	Number of Teachers	Has Bachelors in Special Education	Has Masters in Special Education	Working on Masters in Special Education	Number of Teacher Aides	No. and Type Program
Chinle Boarding School	30	2		1	1	2	2 - Educ. Handicapped
Many Farms Jr. High School	30	2			2	2	1 - Educ. Handicapped 1 - Accelerated
Crownpoint Boarding School	279	[illegible]	3	4		3	2 - Speech Therapists 5 - Educ. Handicapped
Many Farms High School	31	1		1		1	1 - Resource Room
Dzilth-Na-O-Dilth-Hle Bdg. Sch.	30	2	2				2 - Educ. Handicapped
Wingate Elementary School	15	1			1		1 - Learning Disability
Chuska Boarding School	30	2			2	1	1 - Accelerated 1 - Learning Disability
Dilcon Boarding School	90	4	1	3		1	4 - Learning Disability
Greasewood Boarding School	95	2			2	2	2 - Learning Disability
Seba Dalkai Boarding School	31	1	1				1 - Learning Disability
Toyei Boarding School	43	3	1		2	2	2 - Educ. Handicapped 1 - Learning Disability
Tohatchi Boarding School	49	3	1	2			3 - Learning Disability
Aneth Boarding School	30	2		2			3 - Learning Disability

Navajo Education Resource Center

Schools	Number of Students	Number of Teachers	Has Bachelors in Special Education	Has Masters in Special Education	Working on Masters in Special Education	Number of Teacher Aides	No. and Type Program
Nenahnezad Boarding School	20	1	1				1 - Accelerated
Sanostee Boarding School	105	2	2				1 - Speech Therapy 1 - Learning Disability
Shiprock Boarding School	15	1		1			1 - Educ. Handicapped
Teecnospos Boarding School	280	3	1	2		1	1 - Speech Therapy 1 - Educ. Handicapped
Kaibeto Boarding School	31	2	2			2	2 - Educ. Handicapped
Leupp Boarding School	12	1		1		5	1 - Multi-Handicapped
Red Lake Day School	12	1			1	1	1 - Severely Ed. Hand.
Shonto Boarding School	15	1		1		1	1 - Educ. Handicapped
Tuba City Boarding School	113	7	1	3	3	7	6 - Educ. Handicapped 1 - Learning Disability
TOTALS	1,384	51	16	21	14	31	52 - Classes

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Robert Hall, Chief — Date

Thomas G. Chastain, Director — Date
Southwest Regional Resource Center

APPENDIX F:

MODEL PLAN
FOR AN
INDIAN LEARNING RESOURCE CENTER

MODEL PLAN

INDIAN LEARNING RESOURCE CENTER

Bureau of Indian Affairs
Navajo Reservation

INTRODUCTION

As Indian educational agencies move toward provision of Special Education services for all handicapped children, the task of identifying organizing and funding programs, monitoring and evaluating programs, upgrading existing programs, and coordinating with other service agencies becomes the responsibility of staffs who lack the trained manpower to cope with this in-depth.

One dilemma faced is that as more services are being developed for children with learning handicaps, there is not an adequate corresponding increase in back-up resources for professional and para-professional staff members.

There is neither available manpower nor money to buy the skilled consultation which is needed for sophisticated planning, implementation, and evaluation activities.

At the present time plans are being submitted for the development of Area Learning Resources Centers and Regional Resource Centers, who will provide services to the staff and support personnel of programs for handicapped children.

The Bureau of Indian Affairs fully intends to utilize these services to their fullest. These services, however, are not enough alone.

What Is Needed?

The need on Indian Reservations within the jurisdiction of the Bureau of Indian Affairs is to develop an Indian Learning Resource Center which can provide both comprehensive and intensive support services adapted to the unique needs and life styles of handicapped Indian children.

Where Is It Needed?

This Indian Learning Resource Center whould be established within the reservation area where services, manpower, and materials are readily available to educational systems, agencies, communities, children, and support personnel.

How Can It Be Done?

Indian Learning Resource Center services can begin by developing one full service ILRC on the Navajo Reservation to serve as a pattern for the creation of similar support service systems on reservations across the country.

How Will It Be Provided (funding)?

The planned Area Learning Resource Centers and Regional Resource Centers will not be able to provide the financial backing necessary to develop such a service.

It will be necessary to apply for funds for personnel, operating expenses, materials and travel, through Federal funding agencies.

The needs encountered on Indian Reservations relevant to programs for Handicapped Indian children are characterized by two critical factors: (1) they far surpass the provision of services that can be designed into Area Learning Resource Centers and Regional Resource Centers, and (2) their ethnic uniqueness requires a more comprehensive and intensive service system than can be provided through the ALRC's and RRC's.

While Associate Special Education Instructional Material Centers were being developed in other States, throughout the country, the reservations were overlooked; consequently, this type of service center is not readily available to professional and paraprofessionals staff members who work with handicapped Indian children.

As Regional Resource Centers were initially organized and began providing services, efforts were made to render some sophisticated services to Indian children. Their limited funding, however, prevented a comprehensive or intensive thrust at the program level and they were unable to offer more than token assistance in scattered areas.

These limited services did illustrate the need for the provision of manpower with much expertise who could cope with the uniqueness of the world in which Indian children live and provide support services and consultation to Indian educators so that handicapped children services could be styled for the Indian children who need them.

Navajo Education REsource Center

What Will The ILRC Accomplish?

Through the development of an Indian Learning Resource Center on the Navajo Reservation, sophisticated and skilled consultative services can be readily available to reinforce and interface existing Federally funded programs and fully utilize the planned services of regional ALRC's and RRC's.

By providing such an Indian Learning Resource Center, the improvement of methods and techniques of handicapped programs, the implementation of effective needs assessment approaches, and the introduction of innovative programs can then have both significant impact on handicapped Indian children through existing channels, and greater effectiveness through the refinement of established systems.

Indian Learning Resource Center

Statement of Objectives

GOAL

The general purpose for the development of an Indian Learning Resource Center is to establish a back-up service system for existing and future programs for handicapped children which can serve as a pattern for the provision of such specialty services on other reservations throughout the Bureau of Indian Affairs area of responsibility.

This Learning Resource Center will provide supportive assistance needed through consultation, direct and indirect services, demonstration, information, and, media and materials.

This type of assistance will be provided in the areas of evaluation and assessment, development of staff skills in instructional techniques and strategies, development of competencies in prescriptive and behavioral objective activities, information/data, and development of efficient, effective use of media and materials.

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OBJECTIVE 1

To develop an adequate and feasible diagnostic-prescriptive-evaluative system for all handicapped children in the Navajo Reservation and to demonstrate these services upon request to schools, support service agencies, and educational support personnel.

Strategies:

Employ a diagnostic specialist.

Participate in a pluralistic evaluation activity used in prevalence study for needs assessment.

Provide diagnosis, prescription, and follow-up for 50 Navajo children.

OBJECTIVE 2

Develop skills and competencies in educational support personnel of Navajo children, in order to improve the efficiency and effectiveness of the educational services.

Strategies:

Employ a staff to coordinate and manage personnel development (training activities) for educational institutions within the Navajo Reservation.

Identify and/or develop instructional materials, mediation and expertise in cooperation with LRC's, RRC's and ALRC's.

OBJECTIVE 3

Develop increased competency in the selection and use of materials and media in the mediation process.

Strategies:

Provide selection of current commercial materials for check-out, review, and trial in actual instructional sessions.

Provide demonstration with children using specific and selective materials and media.

Conduct materials information sessions.

Conduct personnel development activities (training) in the matching of materials and media and techniques to the individual learning styles of handicapped Indian Children.

Assist schools in the orderly and efficient use of existing and available materials.

OBJECTIVE 4

Provide a coordinating function which will maximize the utilization of those personnel and material resources presently available.

OBJECTIVE 5

Facilitate information services within the reservation as well as outside the reservation so as to provide current, effective, and efficient data on materials and personnel resources for all individuals serving children with special needs.

PROCESS CATEGORIES

Indian Learning Resource Center
Phase # 1
Process Component
Section 1

Processes:

INDIAN LEARNING RESOURCE CENTER personnel will be involved in the following five major processes necessary for total, efficient LRC operation.

COMPONENT	FUNCTION
1. Management/Coordination	1. Coordination of center personnel (professional, paraprofessional, clerical, custodial.) 2. Strategy development and implementation (educational programing, information services, technical competancy development, materials - disseminating and retrieval.) 3. Accounting procedures (internal and external.) 4. Public Relations (Local Area-agency personnel, other educational institutions, Service organizations and agencies, Tribal organizations, and community at large.)

2. Educational Programming	1. Diagnosis (formal, informal, standardized, criterion referenced, teacher training, demonstration, process development, research.)
	2. Prescription (teacher training, demonstration, materials and technique development.)
	3. Curriculum (developing, implementation and modified prescription activities, teacher training, demonstration.)
	4. Evaluation (teacher training and demonstration of various monitoring systems.)
3. Information Services	1. Local LRC resource information (Area programs and services, incidence data, personnel/service resource directory, training programs.)
	2. National resource information
	3. Newsletters
	4. Information packages
	5. Directories
	6. ERIC system information
	7. ALRC and RRC communication systems

4. Materials - acquisition, storage dissemination, retrieval	1. Selection and purchasing 2. Receiving and acquisition 3. Storing, cataloging 4. Dissemination process and information system 5. Maintain Associate center communication and process activities with regional organizations 6. Coordinate regional personnel and training activities 7. Develop and adapt materials to local area needs 8. Materials evaluation process
5. Technical Competency Development	1. Consultation to developing LRC's 2. Personnel orientation (institutions of higher learning, Tribal organizations, Area-Agency service groups, Area educational groups.) 3. Public Relations (Agency, Area, Region)

STAFF-JOB DESCRIPTIONS

Indian Learning Resource Center
Phase # 1
Human Resource Component
Section 2

Personnel:

The human resources necessary to produce the integrated LRC operational concept.

COMPONENT	FUNCTION
1. Management/Coordinator	1. Specific responsibilities and duties of each employee are delineated in Section 3.
2. Educational Program Specialist	
3. Instructional Resource Specialist	
4. Media, Materials, and Information Specialist	
5. Learning Resource Secretary	

Indian Learning Resource Center
Phase # 1
Position Description Component
Section 3

COMPONENT	FUNCTIONS
1. Indian Learning Resource Center Management/ Coordinator	1. Primary Objective: To plan, organize, implement, monitor, and facilitate services and resources, and evaluate the development of a comprehensive LRC service system for the Navajo area. 2. Reports to: Division of Post Secondary and Adult Education, Bureau of Indian Affairs, Albuquerque, New Mexico. 3. Duties: a. Plan, implement, and monitor all components of ILRC development throughout the Navajo Reservation to insure an organized, coordinated, communication service. b. Establish specific service assignments, goals, objectives, activities, assessment, criteria, time-frame/cost, for personnel and ILRC component service development.

4[illegible]

ILRC Management Coordinator (cont.)	c. Assist Area Director of Special Education and Tribal Educational Agencies in identifying all handicapping conditions within service area. d. Identify and coordinate existing resources (personnel and other agencies serving handicapped children within a service region). e. Organize all inservice training needs as determined by Instructional Resource Specialist and other specialists within a service area. f. Organize preservice and orientation training involving specific learning processes, behavioral objectives, contingency management, prescriptive programming, (needs assessment diagnosis, programming, and implementation) and accountability procedures. Recipients would include: parent education and service, administrators, teachers, other agencies serving handicapping conditions, lay organizations, institutions of higher learning, and paraprofessionals. g. Participate in curriculum modification and development of Special Education programs.

ILRC Management Coordinator cont.	h. Provide publicity and information concerning services and functions of the Indian Learning Resource Center to be disseminated in the area in which it serves.
COMPONENT	FUNCTION
2. Educational Program Specialist	1. Primary objective: To demonstrate evaluation procedures and assessment techniques, relate diagnostic evaluation data to individual prescriptive techniques, conduct process training, consult and in general fulfill those responsibilities deemed necessary to assist the ILRC educational programming process and the technical competency process in serving handicapped children. 2. Reports to: Indian Learning Resource Center Management Coordinator 3. Duties: a. The major activities of this individual will be directed toward demonstrating and training personnel in the collection and interpretation of psychological, educational, health and social data of handicapped children.

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Educational Program Specialist cont.	b. Demonstrate and develop processes to transpose cognitive, affective, developmental, and conditional, data to educational prescriptive form. c. Demonstrate and train personnel in development of individual student prescriptive approaches and techniques for sampling and assessing progress in educational and developmental behaviors. d. Perform and demonstrate formal diagnostic procedures. e. Assist in conducting Prevalence Study activities to determine program needs for special students.
COMPONENT	FUNCTION
3. Instructional Resource Consultant	1. Primary Objective: To provide directly to teachers training and demonstration services in, informal diagnostic activities, instructional approaches and techniques, individual programming, and curriculum development. 2. Responsible to: Indian Learning Resource Center Management Coordinator.

COMPONENT	FUNCTION
4. Media, Materials, and Information Specialist	1. Make available appropriate reference and instructional materials and aids to teachers, parents, and professional support personnel. 2. Responsible to: ILRC Management Coordinator 3. Duties: a. Select, organize, catalog, inventory, existing materials and equipment within the ILRC associate IMC. b. Establish effective dissemination and retrieval system of materials and services. c. Purchase new materials and equipment and facilitate use of existing materials and equipment throughout Reservation area. d. Demonstrate or provide opportunity to demonstrate materials to teachers with local and regional trainers. e. Provide professional journals and research materials pertaining to materials, techniques, and strategies in working with handicapped children. f. Develop operational procedures for managing materials center 1) Patron services - orientation, assist in material selections, registration, check out-in procedures, develop information and location retrieval system, schedule use of materials.

Media, Materials, and Information Specialist	2) Mail out services - fill requests, make substitutions, develop communication approaches (confirms, over-dues, lost, replaces) 3) Update and maintain library, assess new materials, inventory semi-annually, maintain materials, kits, equipment, obtain requested materials not in center, maintain activities with commercial suppliers. g. Conduct materials workshops. h. Maintain mailing list of all Special Educators on Navajo Reservation. i. Maintain communication system with sponsoring IMCSE in Los Angeles, CA. j. Develop materials information system (newsletter, etc.) for all educators on mailing list. k. Evaluate materials, appropriateness, effective use of, areas of application. l. Design activities for development of materials and their adaptation to local and reservation needs.

Instructional Resource Consultants	3. Duties: The primary function of this person will be to demonstrate, train, and consult with teachers. a. Develop educations and prescriptive programs for teachers serving handicapped children. b. Participate in curriculum development and modification of all Special Education programs, (Headstart-Grade 12). c. Promote evaluation of materials and services as measured by teachers needs for child growth and performance. d. Develop inservice training programs for teachers which would involve topics according to service area needs such as: 1) Material selection, utilization, demonstration, adaptation, and evaluation. 2) Equipment use, versatility, and evaluation. 3) Paraprofessional education 4) Parent education 5) Community education e. Develop preservice, inservice training programs involving specific learning processes, behavioral objectives, contingency management, prescriptive programming (needs assessment, diagnosis, programming, and implementation) and accountability procedures.

COMPONENT	FUNCTION
5. Resource Center Secretary	1. Primary objective: to perform all secretarial duties for professional staff members positioned with ILRC. 2. Responsible to: Management Coordinator. 3. Duties: a. Typing letters, reports, proposals, progress reports, official contracts, forms of various descriptions, and other materials. b. Take all incoming calls, placing long distance calls, make necessary appointments and travel arrangements. c. Open and distribute all incoming mail. d. Keep personnel financial statistical inventory, and other records, as - well as producing forms necessary for efficient ILRC functioning. e. Determine, order needed office supplies and needed repair of equipment.

BUDGET COMPONENTS

Indian Learning Resource Center
Phase # 1
Budget Component
Section 4

Budget:

Component	Sub-Parts
1. Personnel	Professional Clerical
2. Materials	Supplies Equipment A-V materials Educational Kits
3. Facilities	Equipment
4. Travel	Per Diem Mileage Staff Consultants
5. Contract/Consultative Services	Consultants: Professional Para Professional Contract Agency
6. Employee Benefits	
7. Printing	

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BUDGET

1. Personnel		
Salaries		
Management Coordinator	$ 17,600	
Educational Program Spec.	14,000	
Instructional Resource Spec.	14,000	
Media/Materials Spec.	14,000	
Resource Center Secretary	7,260	
	66,860	$ 66,860
Employee Benefits (11%)	7,355	74,215
Indirect Costs (9.5%)	6,352	80,567
2. Materials		
Office Supplies	2,500	
Office Expenses Communication Reproduction	3,000	
Educational Equipment Materials Center and Training/Demo. Sessions	3,000	
A/V Materials Materials Center and Training Sessions	7,500	
Instructional Kits Materials Center and Special Projs.	2,500	
	18,500	99,067
3. Travel		
Staff		
Mileage - 72,000 mi. @ .12¢	8,640	
Per diem - 420 days. @ $25	10,550	
Training Sessions	5,800	
Consultants	2,000	
Advisory Committee	2,500	
	29,490	128,557
4. Contract/Consultative Services		
Professional	1,500	
Paraprofessional	2,500	
	4,000	132,557
Printing, Computer	3,000	
GRAND TOTAL		135,557

BUDGET (Dual Funding):

	RRC	LRC
1. Personnel		
Salaries		
Management Coord.	17,600	
Educational Program Spec.	14,000	
Instruct. Resource Spec.		14,000
Media/Materials Spec.		14,000
Secretary	7,260	
	38,860	28,000
Employee Benefits (11.0)	4,275	3,080
Indirect Costs (915)	3,692	2,660
	* 46,827	33,740
2. Materials		
Office Supplies	1,250	1,250
Office Expenses	1,500	1,500
Educational Equipment	500	2,500
A-V Materials	750	6,750
Instructional Kits		2,500
	* 4,000	14,500
3. Travel		
Staff		
Mileage	4,320	4,320
Per Diem	5,275	5,275
Training Travel	2,900	2,900
Consultants	1,000	1,000
Advisory Committee	2,500	
	* 15,995	13,495
4. Contract/Consultative		
Professional	750	750
Paraprofessional	2,000	500
Printing Computer	2,500	500
	5,250	1,750
GRAND TOTAL	72,072	63,485

Indian Learning Resources Center

Budget

COMPONENTS	RRC	ALRC	InKind	Requested
1. Personnel				
Salaries				66,860
Employee Benefits				7,355
Indirect Costs				6,352
2. Materials		1,500		18,500
3. Facilities Rent, Custodia, Utilities, Equipment			6,500	
4. Travel				29,490
5. Contract/Consultative	2,500	2,500		
	2,500	4,000	6,500	128,557

Indian Learning Resources Center

Budget

	RRC	ALRC	InKind	Requested	Total
				66,860	66,860
				7,355	7,355
s				6,352	6,352
		1,500		18,500	20,000
			6,500		6,500
nent					
				29,490	29,490
lve	2,500	2,500			5,000
	2,500	4,000	6,500	128,557	141,557

ORGANIZATIONAL CHARTS

Indian Learning Resource Center

Schematic Diagrams

1. Human Resources
2. Lines of Articulation
3. Internal Service Request Process
4. External Service Request Schematic
5. Type and Modality of Service Provision
6. Phase I: Line of Service Articulation
7. Phase I: National and Regional Support Agencies
8. Phase II: Expanded Service Plan

Indian Learning Resource Center
Human Resources

Management Coordinator

1. Coordinate Personnel
2. Plan Services
3. Accountability
4. Fiscal Management
5. Assess Needs
6. Identify Resources
7. Public Relations
8. Organize Training

Resource Center Secretary

1. Type Forms
2. Appointments
3. Payroll, Financial Records
4. Statistical Records

Media, Materials, Information Specialist

1. Acquisition
2. Retrieval System
3. Purchasing
4. Demonstrate
5. Materials Management
6. Materials Workshops
7. Regional Commun.
8. Information System

Educational Program Specialist

1. Assessment and Evaluation Training
2. Data, Interpret
3. Prescription Measurement
4. Formal Diagnostic
5. Prevalence Study

Instructional Resource Specialist

1. Prescription Processes
2. In-service Training
3. Materials and Service Evaluation
4. Demonstration
5. Curriculum Development

Support Service Center:	Located:	Serving:	Through:
to assist personnel working with special students/children	on Navajo Reservation	Professionals Paraprofessionals Parents Community Agencies	Direct and Consultative Services, Training, and Checking Out Instructional Materials

Navajo Education Resource Center

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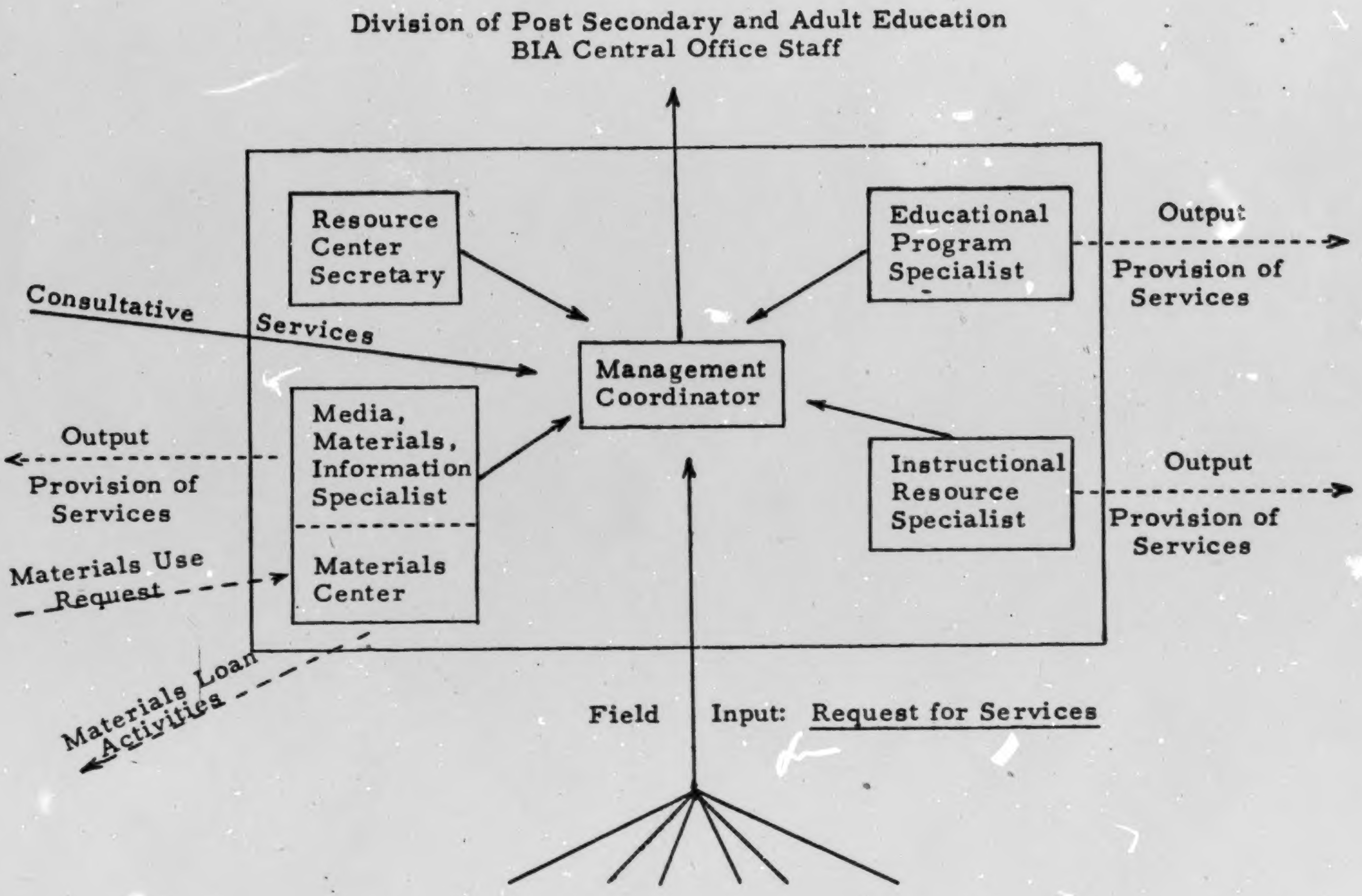
Indian Learning Resource Center
Lines of Articulation


Division of Post Secondary and Adult Education
BIA Central Office Staff
Resource Center Secretary
Educational Program Specialist
Output
Provision of Services
Consultative Services
Management Coordinator
Media, Materials, Information Specialist
Materials Center
Instructional Resource Specialist
Output
Provision of Services
Output
Provision of Services
Materials Use Request
Materials Loan Activities
Field
Input: Request for Services

Navajo Education Resource Center

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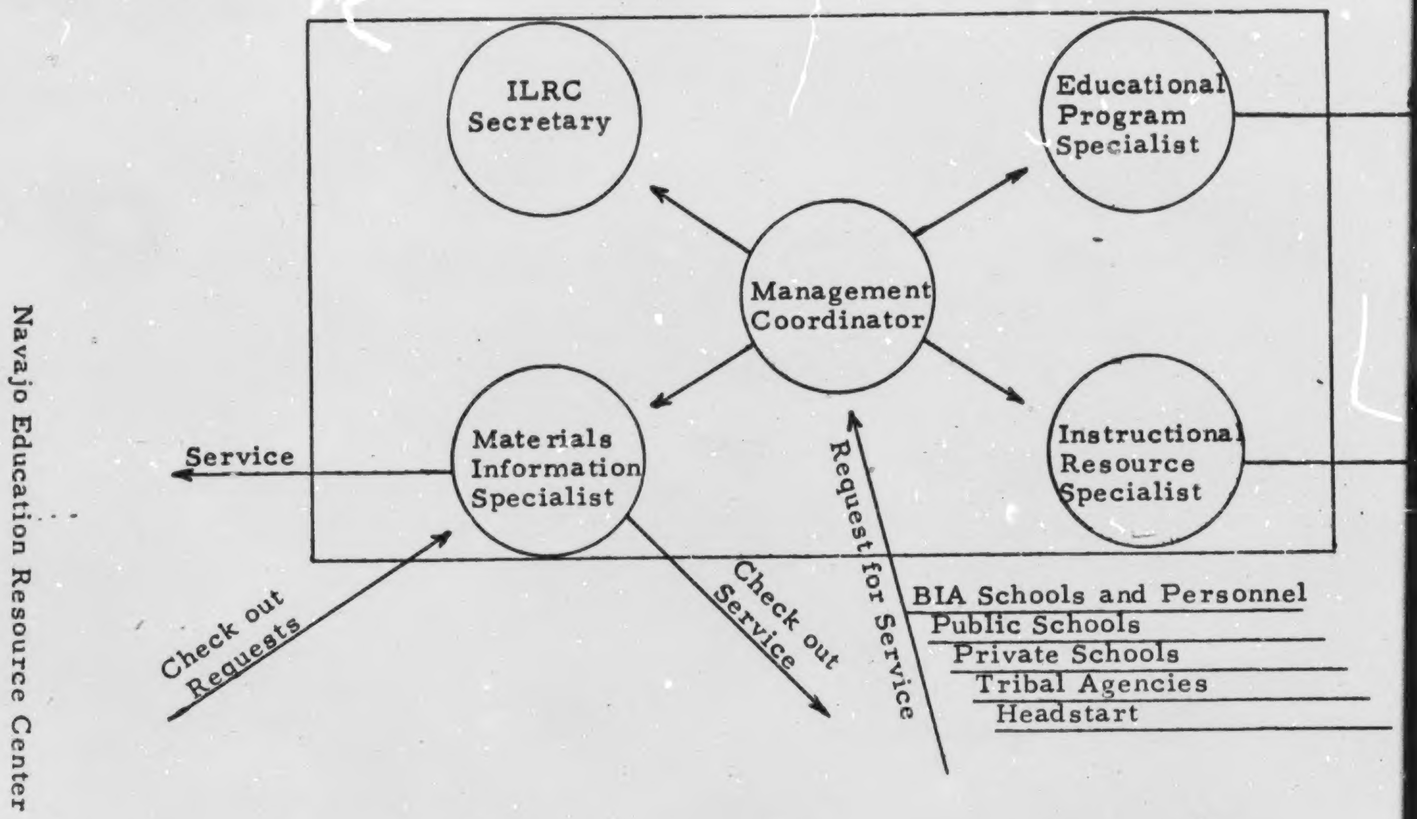
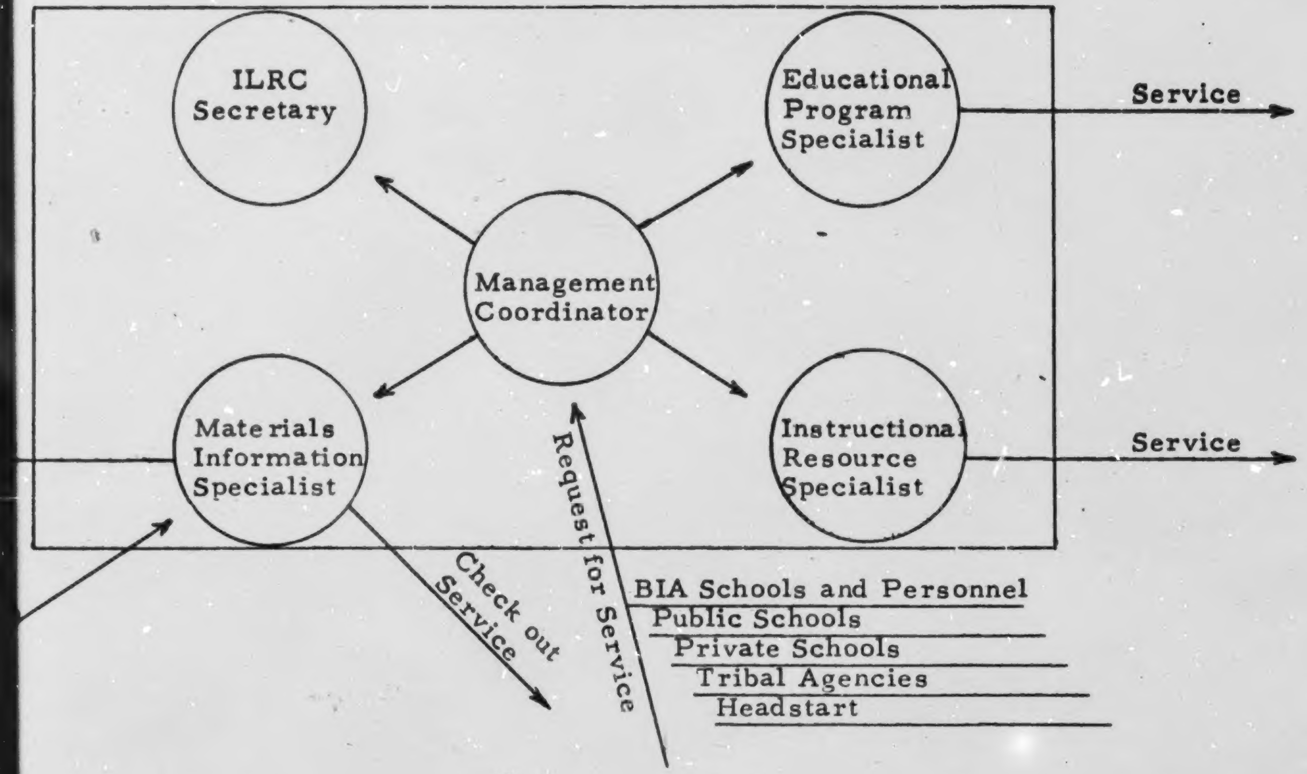
Indian Learning Resource Center
Internal Service Request Process


ILRC Secretary
Educational Program Specialist
Management Coordinator
Materials Information Specialist
Instructional Resource Specialist
Service
Check out Requests
Check out Service
Request for Service
BIA Schools and Personnel
Public Schools
Private Schools
Tribal Agencies
Headstart
Navajo Education Resource Center

Indian Learning Resource Center
Internal Service Request Process


ILRC Secretary
Educational Program Specialist
Service
Management Coordinator
Materials Information Specialist
Instructional Resource Specialist
Service
Check out Service
Request for Service
BIA Schools and Personnel
Public Schools
Private Schools
Tribal Agencies
Headstart

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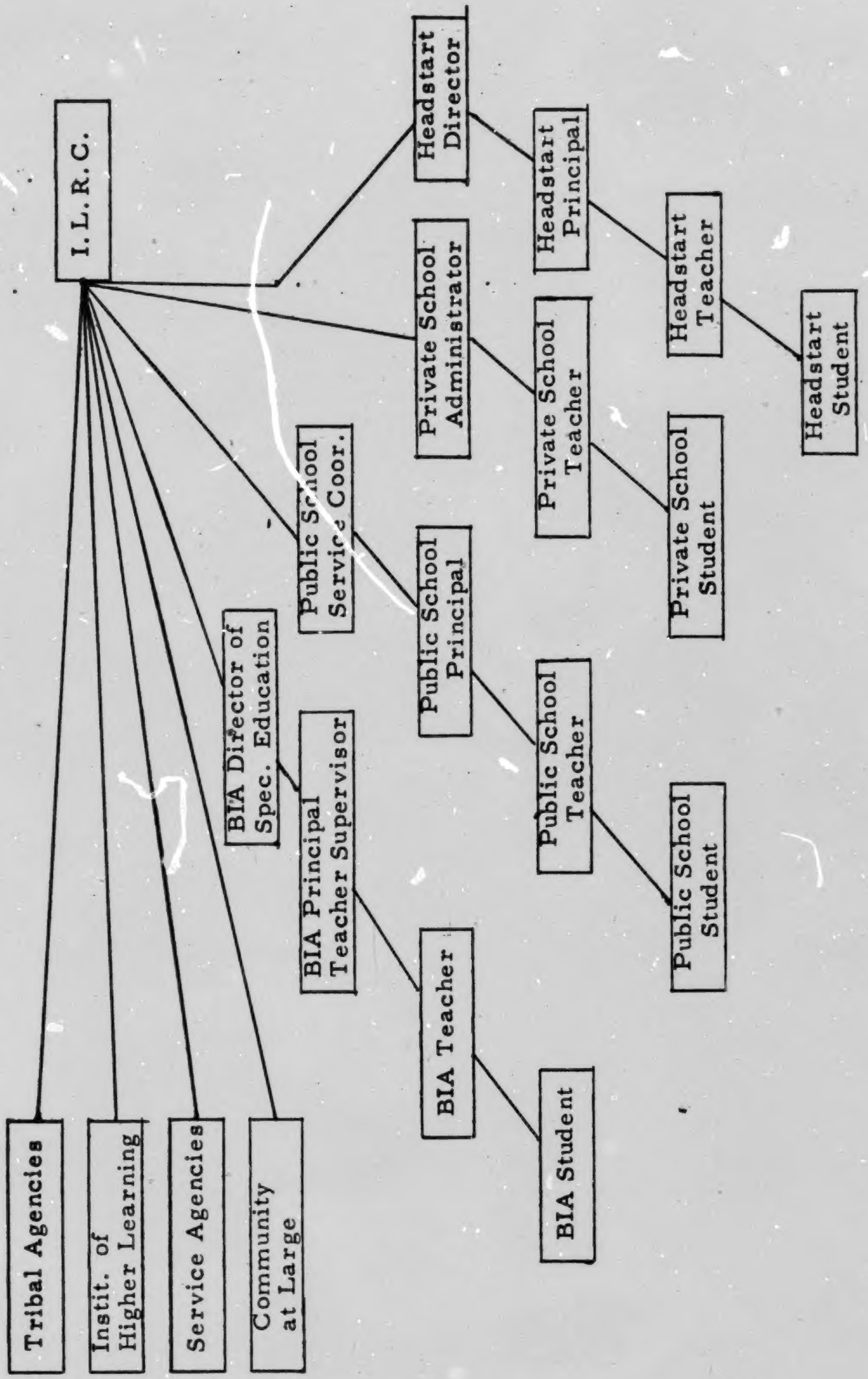
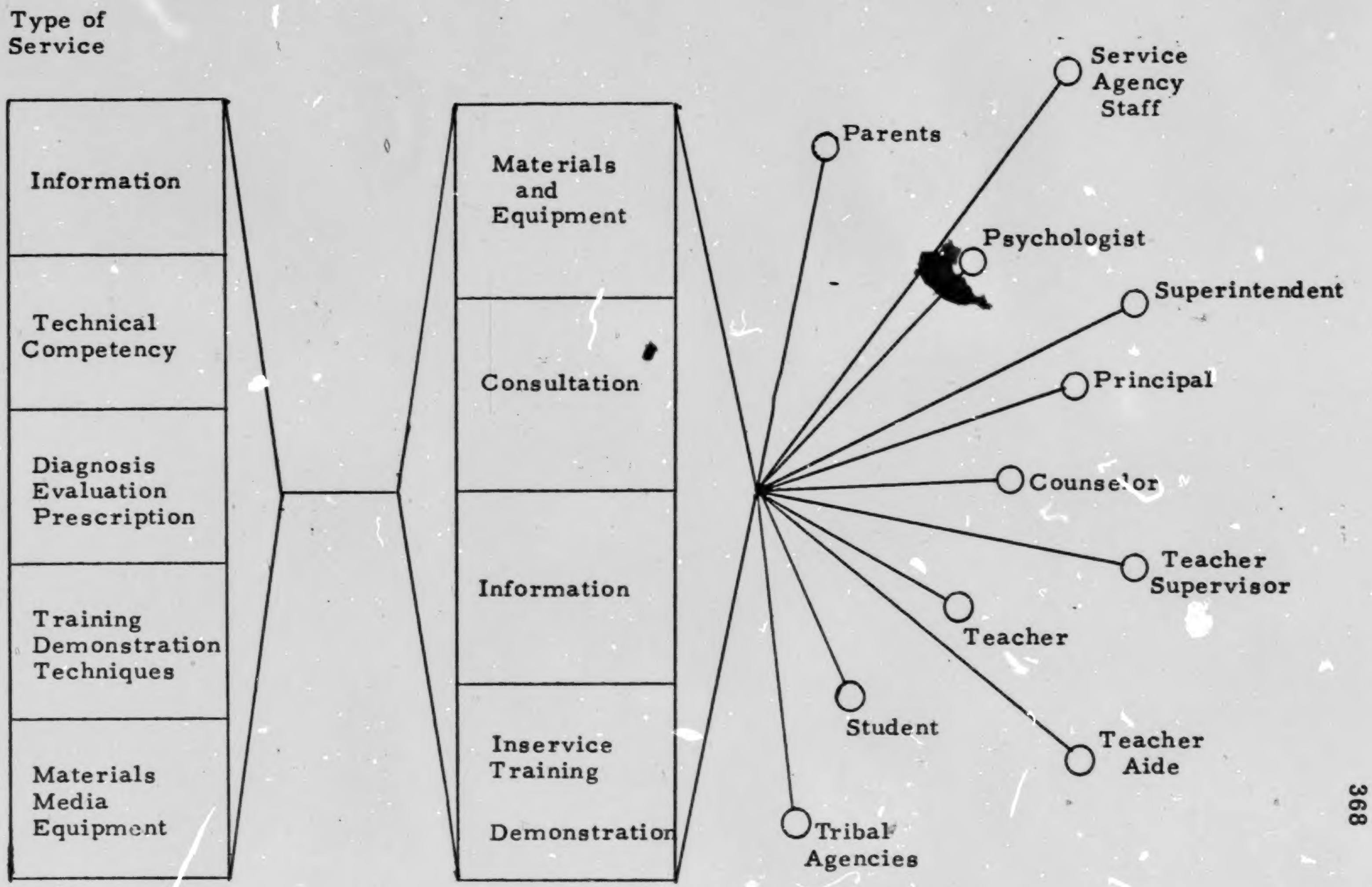
Indian Learning Resource Center
External Service Request Schematic


I. L. R. C.
Headstart Director
Headstart Principal
Headstart Teacher
Headstart Student
Private School Administrator
Private School Teacher
Private School Student
Public School Service Coor.
Public School Principal
Public School Teacher
Public School Student
BIA Director of Spec. Education
BIA Principal Teacher Supervisor
BIA Teacher
BIA Student
Tribal Agencies
Instit. of Higher Learning
Service Agencies
Community at Large

Navajo Education Resource Center

Indian Learning Resource Center
Type and Modality of Service Provision


Type of Service
Information
Technical Competency
Diagnosis Evaluation Prescription
Training Demonstration Techniques
Materials Media Equipment
Materials and Equipment
Consultation
Information
Inservice Training
Demonstration
Service Agency Staff
Parents
Psychologist
Superintendent
Principal
Counselor
Teacher Supervisor
Teacher
Student
Teacher Aide
Tribal Agencies

Navajo Education Resource Center

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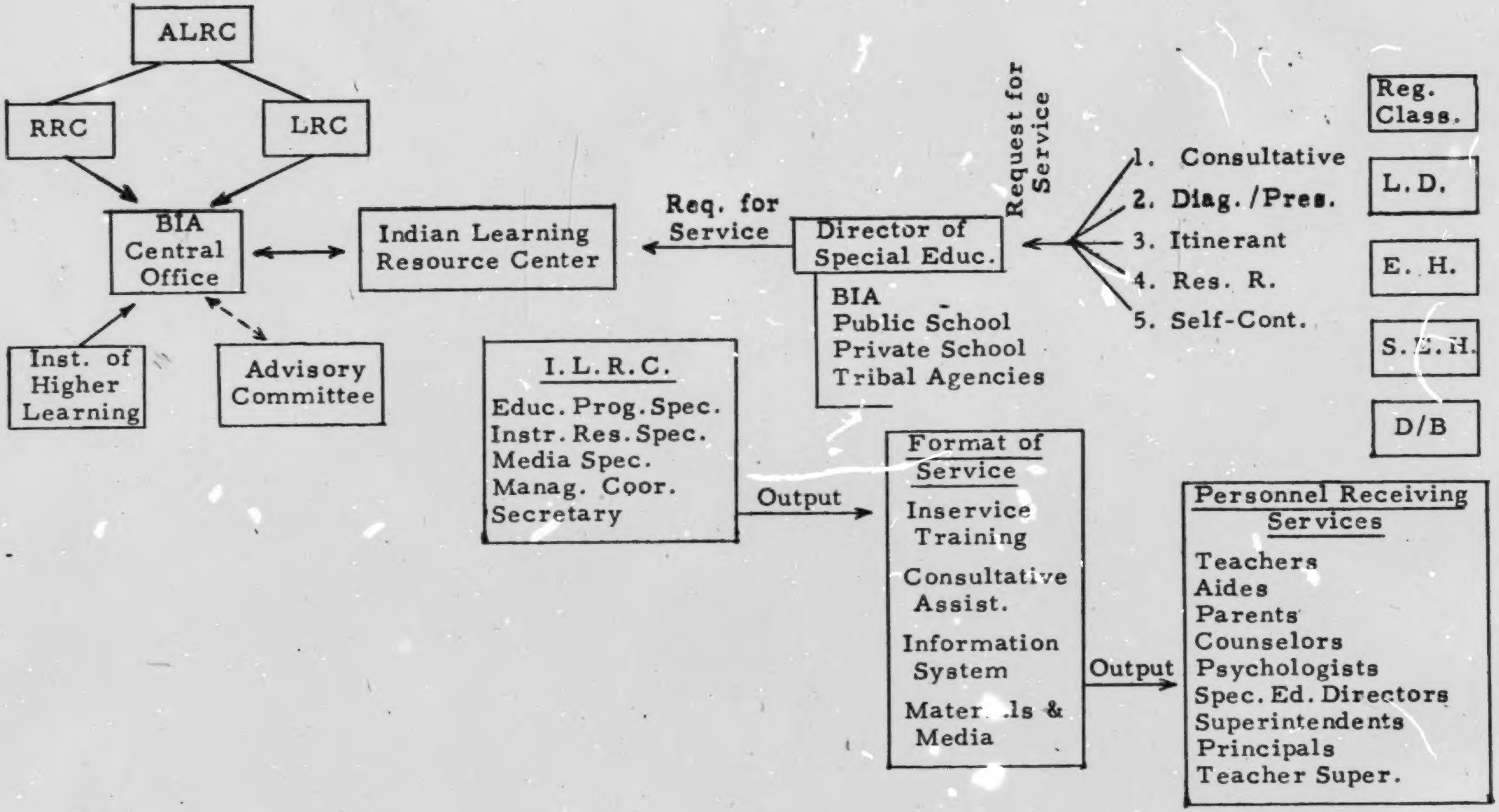
Indian Learning Resource Center
Phase I: Line of Service Articulation


ALRC
RRC
LRC
BIA Central Office
Inst. of Higher Learning
Advisory Committee
Indian Learning Resource Center
Req. for Service
Director of Special Educ.
BIA
Public School
Private School
Tribal Agencies
Request for Service
1. Consultative
2. Diag./Pres.
3. Itinerant
4. Res. R.
5. Self-Cont.
Reg. Class.
L. D.
E. H.
S. E. H.
D/B
I. L. R. C.
Educ. Prog. Spec.
Instr. Res. Spec.
Media Spec.
Manag. Coor.
Secretary
Output
Format of Service
Inservice Training
Consultative Assist.
Information System
Materials & Media
Output
Personnel Receiving Services
Teachers
Aides
Parents
Counselors
Psychologists
Spec. Ed. Directors
Superintendents
Principals
Teacher Super.

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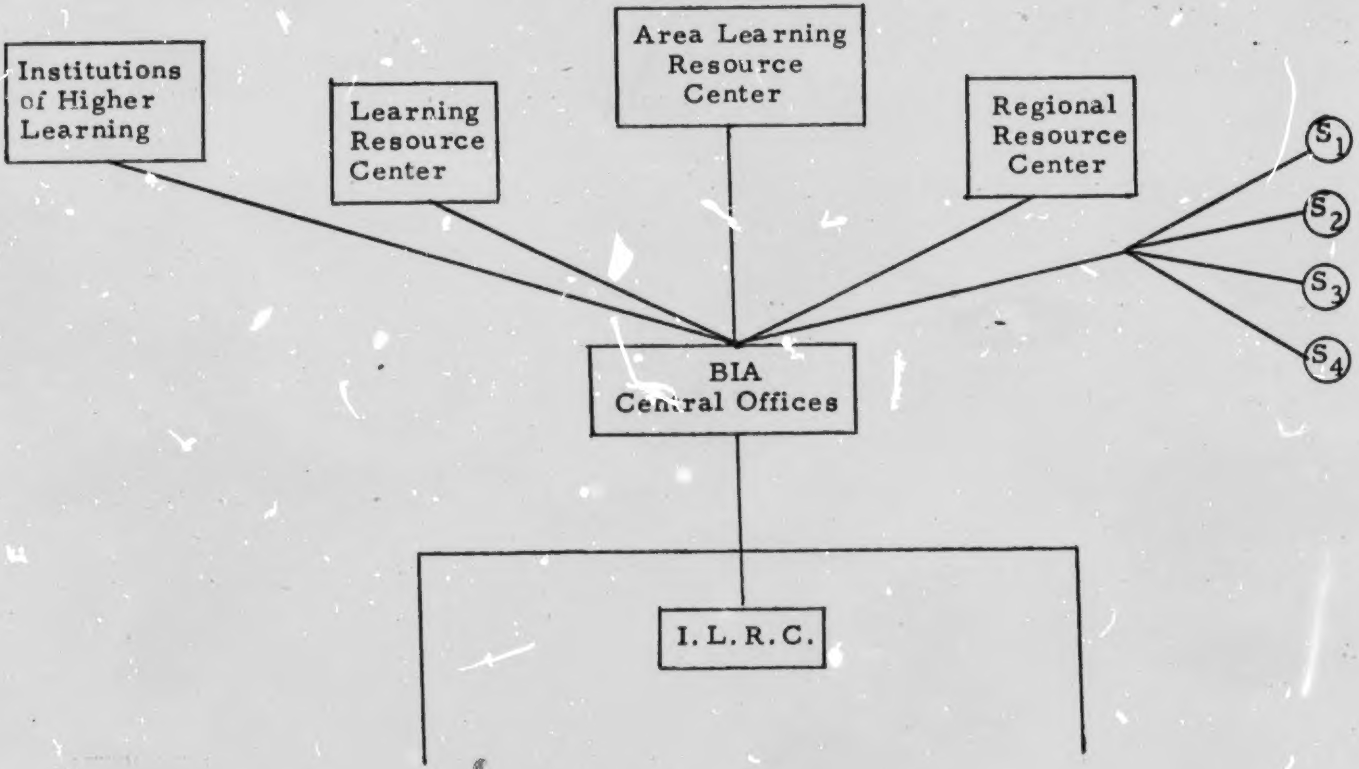
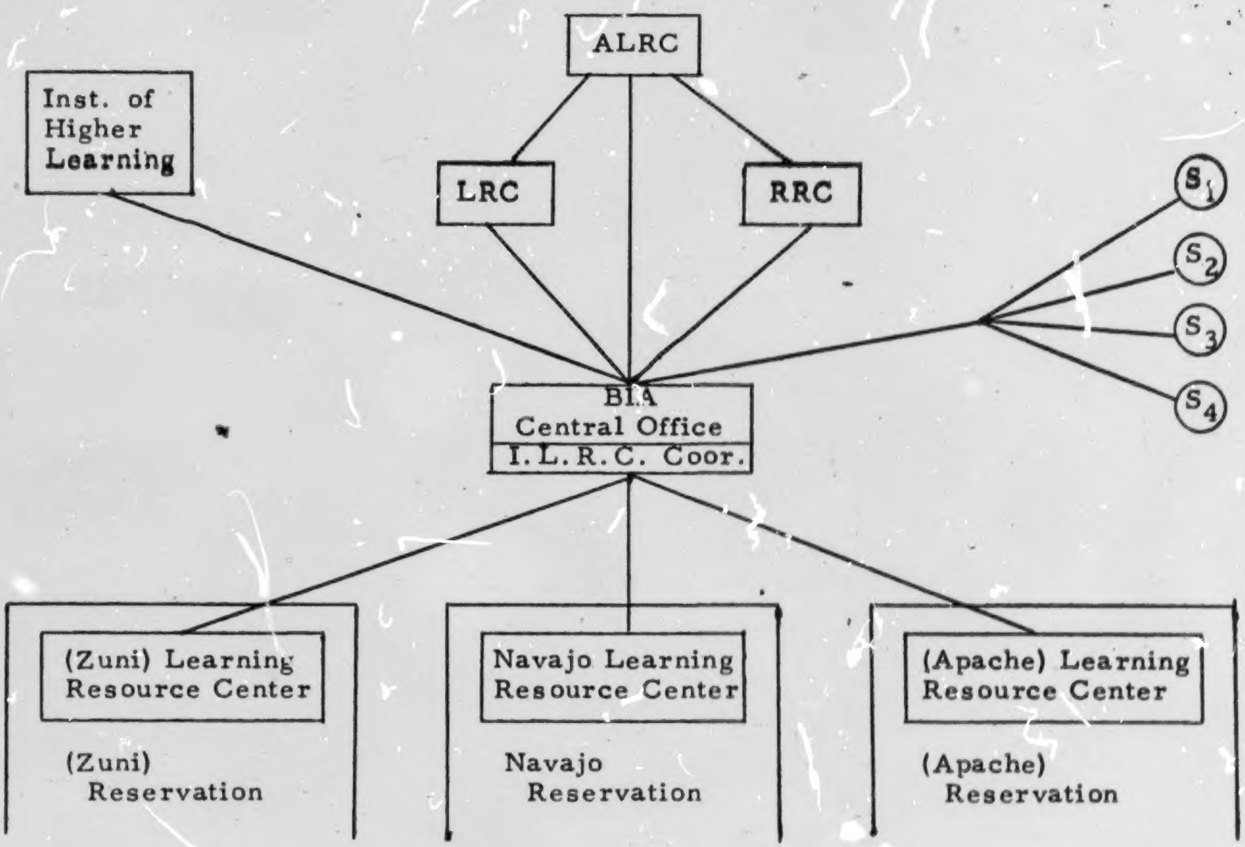
Indian Learning Resource Center
Phase I: National and Regional Support Agencies


Institutions of Higher Learning
Learning Resource Center
Area Learning Resource Center
Regional Resource Center
S_1
S_2
S_3
S_4
BIA Central Offices
I.L.R.C.

Navajo Education Resource Center

Indian Learning Resource Center
Phase II: Expanded Service Plan


ALRC
Inst. of Higher Learning
LRC
RRC
S1
S2
S3
S4
BIA Central Office
I.L.R.C. Coor.
(Zuni) Learning Resource Center
(Zuni) Reservation
Navajo Learning Resource Center
Navajo Reservation
(Apache) Learning Resource Center
(Apache) Reservation

APPENDIX G:

SPECIAL EDUCATION SURVEY
SCHOOL YEAR 1973-1974
AND
SPECIAL EDUCATION CLASSES IN BIA SCHOOLS
SCHOOL YEAR 1973-1974

TABLE IX

SPECIAL EDUCATION SURVEY
School Year 1973-74

____
(Area)

Location of Program	Type of Program	Exceptionality Being Served	Number of Students	Educational Level
Aneth	1. Resource Room	Learning Disabled	25	Primary
Chinle Brdg.	1. Resource Room 2. Ed. Handicapped	Learning Disabled EMR	70	Primary Intermediate
Crownpoint Brdg.	1. Ed. Handicapped 2. Speech-Language 3. Hearing-Language	EMR Speech Hard-of-Hearing	78	Primary Intermediate Junior High
Chuska Brdg.	1. Accelerated 2. Learning Disabilities	Underachievers Learning Disabled	44	Primary Intermediate Junior High
Dilcon	1. Resource Room 2. Learning Disabilities	Learning Disabled	145	Primary Intermediate Junior High
Dzilth-Na-O-Dith-Hle Brdg.	1. Ed. Handicapped	EMR	20	Primary Intermediate
Greasewood	1. Resource Room	Learning Disabled	126	Primary Intermediate Junior High
Kaibeto	1. Ed. Handicapped	EMR	58	Intermediate
Kayenta	1. Ed. Handicapped	EMR	12	Primary

TABLE IX

SPECIAL EDUCATION SURVEY
School Year 1973-74

Type of Program	Exceptionality Being Served	Number of Students	Educational Level	Funding Source	Cost of Program
ource Room	Learning Disabled	25	Primary	Title I	$ 16,577
ource Room Handicapped	Learning Disabled EMR	70	Primary Intermediate	Title I 1740	17,182 24,776
Handicappeu ech-Language ring-Language	EMR Speech Hard-of-Hearing	78	Primary Intermediate Junior High	Title I	74,105
elerated rning abilities	Underachievers Learning Disabled	44	Primary Intermediate Junior High	Title I 1740	6,354 37,598
ource Room rning abilities	Learning Disabled	145	Primary Intermediate Junior High	Title I	53,415
Handicapped	EMR	20	Primary Intermediate	Title I	23,490
ource Room	Learning Disabled	126	Primary Intermediate Junior High	Title I	54,253
Handicapped	EMR	58	Intermediate	Title I	55,014
Handicapped	EMR	12	Primary	Title I	23,307

TABLE X

SPECIAL EDUCATION SURVEY
School Year 1973-74

____
(Area)

Location of Program	Type of Program	Exceptionality Being Served	Number of Students	Educational Level	Fu Sc
Leupp	1. Trainable 2. Ed. Handicapped	TMR Learning Disabled	30	Primary Intermediate	T
Low Mountain	1. Resource Room	Learning Disabled	32	Primary	T
Many Farms High School	1. Resource Room	Learning Disabled	30	High School	T 1
Many Farms Jr. High School	1. Resource Room 2. Accelerated	Learning Disabled Underachievers	50	Junior High	T 1
Nenhnezad	1. Resource Room	Learning Disabled	24	Primary Intermediate	T
Red Lake Day	1. Trainable	TMR	17	Primary	T
Sanostee	1. Resource Room	Learning Disabled	60	Primary	T
Shiprock Brdg.	1. Resource Center	Learning Disabled	38	Junior High	T
Teecnospos	1. Speech Therapy 2. Ed. Handicapped	Speech Learning Disabled	102	Primary Intermediate	1 T
Toadlena	1. Ed. Handicapped	EMR	15	Primary	1
Tohatchi	1. Ed. Handicapped 2. Resource Room	EMR Learning Disabled	57	Primary Intermediate	T

TABLE X

SPECIAL EDUCATION SURVEY
School Year 1973-74

ype of ogram	Exceptionality Being Served	Number of Students	Educational Level	Funding Source	Cost of Program
able andicapped	TMR Learning Disabled	30	Primary Intermediate	Title I	$ 53,183
rce Room	Learning Disabled	32	Primary	Title I	16,975
rce Room	Learning Disabled	30	High School	Title I 1740	20,740 14,462
rce Room erated	Learning Disabled Underachievers	50	Junior High	Title I 1740	20,563 25,937
rce Room	Learning Disabled	24	Primary Intermediate	Title I	12,407
able	TMR	17	Primary	Title I	30,074
rce Room	Learning Disabled	60	Primary	Title I	49,998
rce Center	Learning Disabled	38	Junior High	Title I	28,082
h Therapy andicapped	Speech Learning Disabled	102	Primary Intermediate	1740 Title I	22,368 10,399
andicapped	EMR	15	Primary	1740	12,000
andicapped rce Room	EMR Learning Disabled	57	Primary Intermediate	Title I	37,523

TABLE XI

SPECIAL EDUCATION SURVEY
School Year 1973-74

____
(Area)

Location of Program	Type of Program	Exceptionality Being Served	Number of Students	Educational Level
Toyei	**1. Ed. Handicapped** 2. Resource Room	**EMR** Learning Disabled	100	**Primary** Intermediate
Tuba City Brdg.	1. Learning Disabilities 2. Ed. Handicapped 3. Emotionally 4. Physical Education	Learning Disabled EMR	125	Intermediate Junior High Primary
Wingate Elem.	1. Learning Disabilities	Learning Disabled	15	Primary
Wingate High	1. Learning Disabilities	Learning Disabled	50	High School

1,273 Sub-total
Sub-total

Grand Tot

TABLE XI

SPECIAL EDUCATION SURVEY
School Year 1973-74

Type of Program	Exceptionality Being Served	Number of Students	Educational Level	Funding Source	Cost of Program
. Handicapped source Room	EMR Learning Disabled	100	Primary Intermediate	Title I 1740	$ 61,151 25,163
arning sabilities	Learning Disabled	125	Intermediate	Title I	95,422
. Handicapped otionally ysical Education	EMR		Junior High Primary	1740	37,164
arning sabilities	Learning Disabled	15	Primary	1740 Title I	12,775 8,436
arning sabilities	Learning Disabled	50	High School	Title I	41,432

1,273	Sub-total Title I	$ 810,382
	Sub-total 1740	212,243
	Grand Total:	$1,022,625

TABLE XII
SPECIAL EDUCATION CLASSES IN BIA SCHOOLS
School Year 1973-74

	TEACHER	AIDE	PROGRAM
Chinle Agency			
Chinle Boarding	Tom Armstrong	Nattie Bedonie	Special Class
	Ted Pienta	Marie D. Begay	Resource Room
Many Farms High	Alvin Magnuson	Rose A. Salabye	Resource Room
Many Farms Jr. High	William Beeler		Accelerated
	Donald Dooley	A. Neal	Resource Room
	Beulah Pittman	Margaret Tsosie	Resource Room
Eastern Navajo Agency			
Crownpoint Boarding	Kathy Amano	Gloria Morgan	Hearing and Language
	Gay Hargrove	Mae Watchman	Special Class
	Evelyn Hill	Ronald Shorty	Special Class
	Paul Lane	Wanita Bates	Special Class
	Leland Sakai	Etta Morgan	Speech-Language
Dzilth-Na-O-Dith-Hle	Eunice Hoover		Special Class
	Vicki Sonne		Special Class
Wingate Elementary	Vivian Aakre		Special Class
Wingate High	Doyle McCracken		Special Class
	Evelyn McCracken		Special Class
Fort Defiance Agency			
Chuska	Dorothea McCuller		Special Class
	Mary Louise Kellar		Accelerated
Dilcon	John Frustuaci		Resource Room
	Susan Gearhart	Phoebe Begay	Special Class

TABLE XIII
SPECIAL EDUCATION CLASSES IN BIA SCHOOLS
School Year 1973-74

	TEACHER	AIDE	PROGRAM
Fort Defiance Agency			
Dilcon	Mary Hinman		Resource Room
	Cara Paplawsky		Special Class
Greasewood	Helen Kanyid	Marjorie Jimmie	Resource Room
		Stanley Bahe	
	Helen Kempter	Paul Lowman	Resource Room
		Caroline Yazzie	
Kinlichee	Ronald Gramentz		Resource Room
Toyei	James Lozier	Maggie Nelson	Special Class
	Mitzie Merrick		Special Class
	Charla R. Weeks	Elba Lou Pete	Resource Room
Tohatchi	Shirley DeVore	Shirleen Capitan	Special Class
	Carol Molitar	Ella Denetdele	Resource Room
Shiprock Agency			
Nenahnezad	Marie Begay		Resource Room
Sanostee	May Van Tassel	Larry Lewis	Resource Room
		Mary Todacheenie	
Shiprock Boarding	Jenifer McCord		Special Class
Teecnospos	Peggy Lamberton		Speech Therapist
	Bobby Dean	Elbert John	Special Class
	Barbara Curley		Special Class
Toadlena	Janice Zalewski		Special Class

TABLE XIV

SPECIAL EDUCATION CLASSES IN BIA SCHOOLS
School Year 1973-74

	TEACHER	AIDE	PROGRAM
Tuba City Agency			
Kayenta	John McCarthy	Sally Salt	Special Class
Leupp	Dollie Lawson	Joseph Day	Special Class
	Dorthine Renfro		Special Class
Red Lake	Mildred Roberts	Carol Bedonie	Special Class
Tuba City	Wendy Dittmar		P. E.
	Cheryl Kefuss	Ethelene Lucero	Resource Room
	Margaret Roberts	Lillie Bradley	Special Class
	Jerry Walker	Ella Nez	Special Class
	Paul Wirth	Lorraine Nockideneh	Special Class
	Emma Yellowhair	Roseline Benally	Special Class

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APPENDIX H:

WORKBREAKDOWN STRUCTURE FOR THE ARIZONA PREVALENCE STUDY

WORKBREAKDOWN STRUCTURE FOR THE ARIZONA PREVALENCE STUDY

(Product Analysis)

Final Product: A reliable estimate of the proportion of Arizona public school children needing special education services

- 1 A Complete Design Approved by All Three Districts
  - 11 Board Approvals
    - 111 District 1
      - 1111 Request for Approval on Dist. 1 Board Agenda
      - 1112 Notice of District 1 Board Approval to Proceed
    - 112 Notice of Marana Board Approval to Proceed
    - 113 Notice of Sells Board Approval to Proceed
  - 12 Support from Dist. 1 Special Education Personnel
    - 121 Support for the Initial Design
    - 122 Cooperation in Application of Speech Screening Criteria
    - 123 Cooperation in Application of Physical Disability Screening Criteria
  - 13 Complete Design
    - 131 Description of Criteria for Screening Speech Problems
    - 132 Description of Criteria for Screening Physical Disabilities
- 2 An Identified Sample and a Staff Prepared to Test/Interview Them in All Three Districts
  - 21 Prepared Staff
    - 211 Staff members: Home Interviewers, Data Collectors, and Testers, Enough for All Three Districts' Samples
      - 2111 List of Applicants: Home Interviewers, Data Collectors, Testers, Testing Supervisors from Univ. of Arizona
      - 2112 Signed Contracts for Requisite Number of Staff

- 212 Staff Assignments
  - 2121 District 1 Assignments
    - 21211 Home Interviewers
    - 21212 Data Collectors
    - 21213 Testers
  - 2122 Marana Assignments
    - 21221 Home Interviewers
    - 21222 Data Collectors
    - 21223 Testers
  - 2123 Sells Assignments
    - 21231 Home Interviewers
    - 21232 Data Collectors
    - 21233 Testers
- 213 Trained Staff
  - 2131 Trained Staff for District 1
    - 21311 Trained Home Interviewers
    - 21312 Trained Data Collectors
    - 21313 Trained Testers
  - 2132 Trained Staff for Marana
    - 21321 Trained Home Interviewers
    - 21322 Trained Data Collectors
    - 21323 Trained Testers
  - 2133 Trained Staff for Sells
    - 21331 Trained Home Interviewers
    - 21332 Trained Data Collectors
    - 21333 Trained Testers
- 214 School-Staff Introductions
  - 2141 District 1 Introductions
    - 21411 Home Interviewers Introduced
    - 21412 Data Collectors Introduced
    - 21413 Testers Introduced
  - 2142 Marana Introductions
    - 21421 Home Interviewers Introduced
    - 21422 Data Collectors Introduced
    - 21423 Testers Introduced
  - 2143 Sells Introductions
    - 21431 Home Interviewers Introduced
    - 21432 Data Collectors Introduced
    - 21433 Testers Introduced

22 Receipt of Funds

- 23 Data Collection Instruments Preparation or Acquisition
  - 231 WISC (1973 pre-publication)
  - 232 Data Collection Instruments for Home Interviews (Socio-cultural Characteristics, Adaptive Behavior Inventory for Children, Health History and Impairment Inventory)
  - 233 Bender-Gestalt and Koppitz Manuals
  - 234 Speech Screening Materials
  - 235 Metropolitan Reading and Arithmetic Subtests
- 24 Identified Sample in All Three Districts
  - 241 District 1 Sample
    - 2411 Arrangements with Principals to Draw Sample
    - 2412 Complete Roster of All Children in Grades 1, 3, 5, 7, 9, (11)
    - 2413 Complete Sample, All Cells of Equal Size, etc.
  - 242 Marana Sample
    - 2421 Arrangements with Principal(s) to Draw Sample
    - 2422 Complete Roster of All Children, Grades 1, 3, 5, 7, 9, (11)
    - 2423 Complete Sample, All Cells of Equal Size, etc.
  - 243 Sells Sample
    - 2431 Arrangements with Principal to Draw Sample
    - 2432 Complete Roster of All Children in Grades 1, 3, 5, 7, 9, (11)
    - 2433 Complete Sample, All Cells of Equal Size, etc.
- 25 Prepared Samples in All Three Districts
  - 251 Prepared Sample in Dist. 1
    - 2511 Parental Permission for Home Interviews
      - 25111 List of all 1, 3, 5 grade sample children with parent addresses
      - 25112 Letter Requesting Parent Permission (Span., Engl.)
      - 25113 Log of Dist. 1 Parents Receiving Letter
      - 25114 Log of Dist. 1 Parents Visited
    - 2512 Rosters of Students in Sample for Which Data is Needed
      - 25121 Students Needing Metropolitan Testing
      - 25122 Students Needing Physical Disability Scale
      - 25123 Students Needing Bender-Gestalt
      - 25124 Students Needing Vision Screening
      - 25125 Students Needing WISC
      - 25126 Students Needing Speech Screening

- 25127 Students Needing Hearing Screening
- 25128 Students Needing Physical Disability Screening

- 252 Prepared Sample in Marana
  - 2521 Parental Permission for Home Interviews
    - 25211 List of all 1, 3, 5 grade sample children with parent addresses
    - 25212 Letter Requesting Parent Permission (Span., Engl.)
    - 25213 Log of Marana Parents Receiving Letters
    - 25214 Log of Marana Parents Visited
  - 2522 Rosters of Students in Sample for Which Data is Needed
    - 25221 Students Needing Metropolitan Testing
    - 25222 Students Needing Physical Disability Scale
    - 25223 Students Needing Bender-Gestalt
    - 25224 Students Needing Vision Screening
    - 25225 Students Needing Wisc
    - 25226 Students Needing Speech Screening
    - 25227 Students Needing Hearing Screening
    - 25228 Students Needing Physical Disability Screening

- 253 Prepared Sample in Sells
  - 2531 Parental Permission for Home Interviews
    - 25311 List of all 1, 3, 5 grade sample children with parent addresses
    - 25312 Letter Requesting Parent Permission (Span., Engl.)
    - 25313 Log of Sells Parents Receiving Letters
    - 25314 Log of Sells Parents Visited
  - 2532 Rosters of Students in Sample for Which Data is Needed
    - 25321 Students Needing Metropolitan Testing
    - 25322 Students Needing Physical Disability Scale
    - 25323 Students Needing Bender-Gestalt
    - 25324 Students Needing Vision Screening
    - 25325 Students Needing WISC
    - 25326 Students Needing Speech Screening
    - 25327 Students Needing Hearing Screening
    - 25328 Students Needing Physical Disability Screening

- 26 Data Collection Schedules for All Three Districts
  - 261 Data Collection Schedules for Dist. 1
    - 2611 Schedule for Metropolitan Testing, Testers Assigned
    - 2612 Schedule for Admin. of Phys. Disab. Scale, Testers Assigned
    - 2613 Schedule for Admin. of Bender-Gestalt, Testers Assigned
    - 2614 Schedule for Vision Screenings, Testers Assigned
    - 2615 Schedule for Admin. of WISC, Testers Assigned
    - 2616 Schedule for Speech Screenings, Testers Assigned
    - 2617 Schedule for Hearing Screenings, Testers Assigned
    - 2618 Schedule for Phys. Disab. Screenings, Testers Assigned
    - 2619 Schedule for Home Interviews, Interviewers Assigned
  - 262 Data Collection Schedules for Marana
    - 2621 Schedule for Metropolitan Testing, Testers Assigned
    - 2622 Schedule for Admin. of Phys. Disab. Scale, Testers Assigned
    - 2623 Schedule for Admin. of Bender-Gestalt, Testers Assigned
    - 2624 Schedule for Vision Screenings, Testers Assigned
    - 2625 Schedule for Admin. of WISC, Testers Assigned
    - 2626 Schedule for Speech Screenings, Testers Assigned
    - 2627 Schedule for Hearing Screenings, Testers Assigned
    - 2628 Schedule for Phys. Disab. Screenings, Testers Assigned
    - 2629 Schedule for Home Interviews, Interviewers Assigned
  - 263 Data Collection Schedules for Sells
    - 2631 Schedule for Metropolitan Testing, Testers Assigned
    - 2632 Schedule for Admin. of Phys. Disab. Scale, Testers Assigned
    - 2633 Schedule for Admin. of Bender-Gestalt, Testers Assigned

- 2634 Schedule for Vision Screenings, Testers Assigned
- 2635 Schedule for Admin. of WISC, Testers Assigned
- 2636 Schedule for Speech Screenings, Testers Assigned
- 2637 Schedule for Hearing Screenings, Testers Assigned
- 2638 Schedule for Phys. Disab. Screenings, Testers Assigned
- 2639 Schedule for Home Interviews, Interviewers Assigned

3 Data about All 1248 Children in the Sample for All Categories of Special Education Needs Investigated by the Study

- 31 Data about Dist. 1 Sample
  - 311 "Current Data" from Students' Cumulative Records
  - 312 Test/Interview Data from Dist. 1 Sample
    - 3121 Metropolitan Test Data
    - 3122 Physical Disability Scale Data
    - 3123 Bender-Gestalt Data
    - 3124 Vision Screening Data
    - 3125 WISC Data
    - 3126 Speech Screening Data
    - 3127 Hearing Screening Data
    - 3128 Physical Disability Screening Data
    - 3129 Home Interview Data
- 32 Data about Marana Sample
  - 321 "Current Data" from Students' Cumulative Records
  - 322 Test/Interview Data from Marana Sample
    - 3221 Metropolitan Test Data
    - 3222 Physical Disability Scale Data
    - 3223 Bender-Gestalt Data
    - 3224 Vision Screening Data
    - 3225 WISC Data
    - 3226 Speech Screening Data
    - 3227 Hearing Screening Data
    - 3228 Physical Disability Screening Data
    - 3229 Home Interview Data
- 33 Data about Sells Sample
  - 331 "Current Data" from Students' Cumulative Records
  - 332 Test/Interview Data from Sells Sample
    - 3321 Metropolitan Test Data
    - 3322 Physical Disability Scale Data
    - 3323 Bender-Gestalt Data
    - 3324 Vision Screening Data

3325	WISC Data
3326	Speech Screening Data
3327	Hearing Screening Data
3328	Physical Disability Screening Data
3329	Home Interview Data